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MOTIVATION OF HUMAN POTENTIAL:
POTENTIAL:
THEORY AND PRACTICE

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PREFACE

Implementation of market economy-based changes in the post-Soviet block of countries led to their gradual integration into the global economy, creating the need for the development of a modern approach to business management. Slovakia and Lithuania's accession to the European Union (EU) and, in turn, to the global economy, left the countries unwilling and unable to compete through cheap workforce, which was basically their only competitive advantage right after the fall of collectivism and planned economy.

Our idea to compose a monograph on possibilities for improving employee motivation mechanisms in organizations was fuelled by Slovakia and Lithuania's EU accession and the ever-increasing impact of globalization on businesses run in the two states. The book's coming into existence was also prompted by positive reader feedback on previously published works, namely the books "Riadenie a rozvoj ľudského potenciálu": Uplatňovanie motivačného akcentu v procesoch práce s ľuďmi (Human Potential Management and Development: Applying Motivational Accent in Processes of Managing People, published in Slovakia in 2003 by Martina Blašková; "Motyvacijos pasaulis – jo supratimo keliai ir klystkeliai" (World of Motivation: Roads and Crossroads to Understanding), published in 2005 by Vladimiras Graźulis, and "Organizaciju strategines pasirinktys. Ar mokame veikti?" (Organizational Choices. Do We Know how to Act?), published in 2008 by Vladimiras Graźulis. References to our papers on this topic in various scientific publications also played a major role in our decision to produce a joint monograph.

A renowned 20th Century management theorist Chester I. Barnard back in 1938 provided a first-ever definition of the organization as a social system, where the means of attaining organizational goals and effectiveness are linked with employee work motivation. We drafted our monograph bearing in mind a statement made by Peter F. Drucker, who wrote that "what matters most in a social discipline such as management

are therefore the basic assumptions. And a change in the basic assumptions matters even more," (Management Challenges for the 21st Century, 2004, p. 4). It is our conviction that in order to best understand what drives employees, it is necessary to take into account the entire spectrum of factors that could influence an individual's will to work, i.e. to consider assumptions relative to both the work setting and a person's individual characteristics.

It is in this particular context that our book covers the conceptual legacy left behind by renowned theorists, who researched organizations and their capacity to adapt to modern-day processes and motivate employees to be driven by change, presenting specific approaches and detailed practical illustrations of these processes.

In our publication we seek to underline that an organization cannot achieve a competitive edge in the global scheme of things unless it applies theory to practice – a connection we find to still be rather fragile and discourse on organizational involvement in change lacking in our countries.

During our years of teaching human resource management in the University of Zilina in Slovakia and the Mykolas Romeris University in Lithuania we've observed that given the task to do some autonomous research on employee motivation, students can use available textbooks and other sources to quickly draft a paper. However, as soon as the discussion extends to specific real-life situations, the researched motivation theories narrow down to just general theoretical provisions, and obvious and widely known practical decisions like better pay, a secure workplace, a friendly work environment, etc. We've also noted that it isn't commonplace in our countries to apply to practice ideas generated by motivation theorists. Having given some thought to these points, we've discerned that the overly abstract method of introducing these theories to university students, i.e. by presenting theory and in no way applying it to practice, may be the reason behind the situation at hand.

Our experience in conducting surveys, working as research mentors and analyzing case studies served for accumulating quite an abundance of valuable information, which is now being applied for teaching human resource management, marking the first positive results in the understanding of the process of employee motivation.

The monograph is aimed at introducing the concept of an organization primarily focusing on the human factor, i.e. covering basic motivation theories and the process of motivation and its development to help the reader better understand how the discussed theories relate to practice.

Authors are aware that the topic of employee motivation has been the subject of many a book and publication, however hope that this monograph will turn new pages on this topic and aid readers in learning to analyze and assess organizational processes and developing an organization's human potential amid a competitive environment. The book, it should be noted, also cannot provide final answers to all questions that may arise, however we hope it will facilitate the analysis of modern-day management processes and better understanding of the world of human motivation.

While the publication is first of all targeted at human resource management lecturers and students, it may also be of utility to owners of a wide-array of businesses and anyone interested in organizational potential for development amid a changing environment.

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Please direct any comments or feedback on the book directly to the authors by email: blaskova@fria.uniza.sk and vlad.gra@mruni.lt.

Dear reader, we will be most happy to hear your opinion on our book. We hope your feedback will help us improve any future editions.

Sincerely Yours,
Martina Blašková and Vladimiras Gražulis

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1.
THE CONCEPT OF AN ORGANIZATION
IN MODERN-DAY SOCIETY

Mostly everybody's accounts on organizations include their primary characteristics and the perception that people for most of their lives take part in the activity of one or another *organization*, be it a school, a business, a public administration office, political party, etc.[1] Organizations are being established and function on a daily basis, some are reorganized or even dissolved. Continuing this line of thought, we could agree with the position that society exists and develops by bringing to life new organizations [Guščinskienė, 1999]. A systematic approach to defining what constitutes an organization requires the consideration of various relative aspects.

1.1.
Identification of an Organization

The first and perhaps foremost defining characteristic of an organization can be derived from the historic approach. In the history of humanity, one can come across ample examples of organizations that differ in size, purpose and public status, however our interest lies within the definition of an organization after the birth of the science of management. Only a hundred years back, the prevalent public notion was that organization employees have the main duty of unconditionally fulfiling the owner's wants and requirements – it was a time when workers were considered to be mere tools in a mechanical system. This approach to employees is well illustrated by examples provided in annexes 1 – 3.[2]

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[1] In the English language, the meaning of an organization extends to co-ordination or arrangement of a structural scheme of sorts, the execution of that, which is constructed.

[2] Annex 1 includes work process regulations and requirements adopted on July 5 of

Under the given conditions one can understand founder of scientific management, Frederick Taylor's position, who felt that an organization should be viewed as a mechanic object, a concept later coined as mechanistic organization[3] [2005]. It was only in 1938 that another theorist, Charles Barnard, defined an organization as a social system, linking its effectiveness with employee work motivation, the level of their involvement, quality of work and other interrelated factors[4] [1938]. In the "Future of Industrial Man" guru of modern organization management Peter Drucker in 1942 also provided convincing arguments in favour of the social role played by organizations.[5] Peter Drucker in "The Essential Drucker" says that "business exists to supply goods and services to customers, rather than to supply jobs to workers and managers, or even dividends to stakeholders. The hospital does not exist for the sake of doctors and nurses, but for the sake of patients whose one and only desire is to leave the hospital cured and never come back,"[6] [2004]. According the author's opinion, from the psychological, geographic, cultural and social viewpoint, institutions always have to be part of the community. Renowned 20th Century theorist and mastermind behind the Hierarchy of Needs motivation theory Abraham Maslow fully agreed with Drucker's point of view, saying that "any company that restricts its goals purely to its own profits, its own production, and its own sales is

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1830 by mill owner Amasa Whitney. France's YONNE Bank work regulations from year 1880 are outlined in Annex 2. Annex 3 presents the 14 principles of management drafted by Henri Fayol (1841 – 1925).

[3] Taylor, F. W.: Moksliniai valdymo principai. Vilnius. Eugrimas. 2005

[4] Barnard, C. I.: The Functions of the Executive. Cambridge. Harvard University Press. 1938

[5] Later, after long-gone discussions with managers throughout the US and other countries, Drucker's arguments were used to create a concept of organizational social responsibility, one that received attention in many countries including Slovakia and Lithuania. To name an example, Lithuania's informational sources more and more often write of organizations as of social institutes, underlining the concept of social responsibility vested in companies. Company ideology, policy and practice shows that companies tend to consider social and environmental issues relative to their activity and follow principles of respect to individuals, society and the environment in their relations with all interested public, business and administration representatives [Gražulis, V. – Bazienė, B.: Lietuvos ikimokyklinio ugdymo įstaigose būtina daugiau dėmesio skirti naujų darbuotojų socializacijai. Personalo vadyba. 2008, No. 5, pp. 7 – 19].

[6] Drucker, P. F.: Enciklopedia menedzmenta. Moskva. Viliams. 2004

getting a kind of a free ride from me and other taxpayers." Maslow felt organizations have to "give certain things to the society as well as receive certain things from the society,"[7] [Kouzes, Posner, 2003].

Professionals in the fields of economy, social sciences, law and technology among others have also taken an interest in organizations.[8] Contemporary social science usually divides the **concept of organization** into three different components, namely into:

- *A social institute,* which, having a certain status and implementing a function assigned to it, assumes a respective place in society;
- *A process* outlining the nature of organizational activity, the level of centralization and decentralization of functions, existing work relations, etc.;
- *A system* characterized by an organization's management structure, be it vertical, functional, divisional, matrix, etc.).

For the sake of statistical analysis and practical needs like accounting, organizations are also grouped according to financial sources (personal capital vs. loans), position in the market (monopolies vs. non-monopolies), profitability, risk, level of stability, liquidity of assets, seasonal vs. non-seasonal work, target market, etc.

Countries differ in their economic, social and political life in terms of how their public sector is organized (ministries, courts, municipal and audit institutions, also subordinate organizations), because, differently from business organizations, which are free to choose their line of activity, public organizations have certain static and pre-assigned characteristics. In the opinion of Robert J. Smith, these characteristics are determined by the fact that such organizations by their very nature have clearly defined functions[9] [1994]. The works of public administration

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[7] Kouzes, J. M. – Posner, B. Z.: Iššūkis vadybai. Kaunas. Smaltija. 2003

[8] To name a few famous examples: Frederick Taylor (1856 – 1915), who was an engineer; political scientist, sociologist and education theorist Mary Parker Follet (1868 – 1933); Henri Fayol (1841 – 1925) and Chester Barnard (1886 – 1961) who were both into management theory and practice; Herbert Simon (born 1916) – an economist and statistician, who was the first of management theorists to receive a Nobel Prize, namely for his 1978 book "Administrative Behavior".

[9] Smith, R. J.: Strategic Management and Planning in the Public Sector. Civil Service College. Harlow. Longman. 1994

theorist Max Weber – a renowned mid 20th Century theorist and one of the founding fathers of sociology – paved the way for understanding public sector organizations[10] [1947]. It was his conviction that public organizations typically:[11]

a) Set a legal groundwork for organizing activity and strictly adhere to outlined regulations and instructions, hence the focus on supervision/control of employee activity, their rights and duties.

b) Prefigure a clear vertical hierarchy.

c) Establish workplaces in consideration of the provisioned work distribution, where the workplace itself is more important than any of the workers filling the vacancy.

d) Hold in especially high esteem worker competence and expertise in work procedures and methods relative to their post.

e) Focus on the course of employee professional growth, assessment and certification of their skills.

This approach to the public sector illustrates that the prevalent pattern of operations, the heavy interdependence of structural elements and the need to co-ordinate their activity makes public organizations bureaucratic. It should also be acknowledged, however, to successfully function, such organizations need a stable environment. Bureaucratic organizations typically cover a wide scope of activity – usually monotonous, routine and mostly unattractive for prospective employees. Public sector organizations are usually slow to react to swift environmental changes and to adapt to under way transitions. Specialist in organizational management structures Walter F. Baber, having compared organizations of the public and private sector back in 1983 concluded that they differ in many aspects. According to Baber, public sector organizations typically[12] [1983]:

- Deal with ambiguous objectives.

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[10] Weber, M.: The Theory of Social and Economic Organizations. New York. Free Press. 1947

[11] Max Weber was the first to justify the need for bureaucracy (with its inherent pros and cons) as a precondition for the effective activity of an organization of the public sector.

[12] Baber, W. F.: Managing the Future: Matrix Models for the Postindustrial Polity. Alabama. University of Alabama. University of Alabama Press. 1983

- Have to consider a wider scope of problems in order to arrive to decisions.
- Offer various guarantees for its employees.
- Follow public standards of loyalty and legitimacy.
- Warrant that justice requirements are served.
- Seek public support.
- Lack consistency, therefore need to improve amid changing circumstances.

All organizations in view of achieving best results tend to prioritize their activity, as this proved the only way for company employees to reconcile personal expectations and teamwork. In general, organizational activity and experience thereof shows that not a single organization could survive without the orientation towards a single purpose. The orientation becomes evident through an organization's declared goals, which constitute one of the key elements of each organization's existence. The goals themselves can vary and range from producing a competitive product, providing an innovative service, assuming a more notable position in the market, entertaining an audience of sorts, etc.

All organizations pursue their goals by drafting a program or a plan how to best present their consumers with information on their products or services. No organization can effectively function without this type of plan. Moreover, an organization cannot attain its goals without the necessary resources, be it human, financial or material.

An organization, being part of a social and economic system, is concerned with implementing its own unique mission. The mission can be seen as an organization's primary goal, one that outlines the reasons behind its existence (satisfaction of a community's social or other needs, cultivation of values, etc.) and reveals the limits of its competence and public (community) status.

A mission is the most stable element of an organization's identity, which plays a part in bringing people together and motivating them to work, study or use the services offered by an organization of sorts.[13]

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[13] In reality, these missions are defined in a variety of ways, ranging from fantastic (James A. Stoner in "Management" wrote that in early 20th Century, founders of AT&T in its mission statement wrote that the dream of a good, cheap, fast worldwide

Any one organization differs from another in the number of its components, which can be used to evaluate its activity. An organization, therefore, is a group of people looking to implement its mission and goals and acting in accordance with a drafted plan.

To wrap up the concept of an organization, we would like to bring up another recurring question since the establishment of the management of science: Does one right organizational structure exist? By today it should be clear that there is no one right organizational model, as pointed out by Peter Drucker. In his opinion, we can speak of an organization's strong points, its limitations and specific applications. Drucker proposed viewing organizations as tools for making people productive in working together[14] [2004].

1.2.
Environmental Impact on Organizational Development

To define what comprises an organization, it may be useful to point out that organizations are not completely independent, nor are they completely exclusive. In fact, on the contrary, organizations exchange resources and are affected by them. Management theory, therefore, considers all elements of impact outside an organization to be the ***external environment***. The importance of the so-called natural environment also gained momentum over the past 10 to 15 years. The concept of natural environment gained topicality amid growing world-wide concern over the black hole in the ozone layer, acceleration of industrial pollution and other forms of environmental decline. On the other hand, most organizations nest the elements of a complex system, namely a management

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phone service is not just a theory, which Stoner regarded as a clear indication of their plans to do something about it [Newstrom, D. – Davis, K.: Organizational Behavior. Human Behavior at Work. University of Minnesota. Duluth. 1997]) to those declared within the boundaries of formal speech, like, say to "accumulate and disseminate scientific knowledge necessary for rational and sustainable use of natural resources, making high-quality production and preparing technically trained youth to work for the welfare of the people and the state" (from: clause 10 of the Lithuanian University of Agriculture statute, approved by the Lithuanian Seimas on Oct. 17, 2000).

[14] Drucker, P. F.: Valdymo iššūkiai XXI amžiuje. Vilnius. Rgrupė. 2004

structure, human, financial and material resources, etc, which see to the functioning of the system and the attainment of its goals. Organizational elements as a whole came to be known in management and economic theory as the internal environment. Some 40 to 45 years back, the external environment was believed to be rather stable and unchanging, and the natural environment's impact on organizational activity received little attention, as natural resources were believed to be inexhaustible. The contemporary world is far from that which we lived in not so long ago. Modern-day managers in line with contemporary challenges have to take into account environmental factors that have an impact on their organizations.

Below follows a discussion on the elements that construe the internal and external environments. The following elements can be attributed to the internal environment:

- goals;
- production and other technologies;
- organizational culture;
- organizational management structures;
- organization employees.

The provisioned result is expressed in the **goals** pursued by the employees in an organization, like, say, to produce a competitive product or provide a quality service, acquire recognition, reduce the number of grounded complaints, receive planned revenues and warrant protection. Organizational goals therefore need to express whether an organization is aiming just to survive or also to expand, to provide a service or make a product, to remain small or become large, to be profitable and collect the desired gains or pursue recognition instead of focusing on profit, etc.

Management specialist James A. Stoner believes organizational goals to be important because they[15] [Stoner, Freeman, Gilbert, 2001]:

- Provide a ***direction*** for organizational activity, as lack thereof leaves organizations reacting to environmental changes without a clear realization as to what they want to achieve.

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[15] Stoner, J. A. – Freeman, R. E. – Gilbert, D. R.: Vadyba. Kaunas. Poligrafija ir informatika. 2001

- Help to concentrate *employees' effort* which is especially important amid limited material, human and financial resources.
- Help assess an organization's *progress*, which, in time, sets the standard for activity, thus also helping identify and overcome unforeseen challenges and prove whether corrective actions need to be taken.

In terms of company structure, goals can be analyzed from a few **different aspects**, namely:

A. The management hierarchy:

a) organization-level goals can be reached through the common effort of the employees of all structural elements/departments;

b) department goals can be achieved through the efforts of their employees;

c) individual goals have a personal nature, making them the concern of individual employees.

B. Implementation timeframe:

a) strategic – directed 5 – 10 years ahead or more;[16]

b) running, which constitutes part of the strategic goals, typically achieved within 1 – 3 years;

c) operative – specific, measurable and achieved within a year's time.

C. Complexity:

a) complex goals encompass a few or dozen interconnected (integrated) goals, which can be implemented as a whole;

b) autonomous, i.e. goals unconnected with others and implemented regardless of whether others are realized or not.

D. Termination:

a) finite goals, which are implemented or designed to produce some sort of final result;

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[16] According to Drucker, strategic goals should be oriented towards engaging organizations in contemporary global processes [Drucker, P. F.: Valdymo iššūkiai XXI amžiuje. Vilnius. Rgrupė. 2004].

b) open goals, which, in the form in which they are implemented or the nature of their content can be achieved at any given time, but their result is not finite.

E. Purpose:

a) economic goals, which outline an organization's aims by warranting quantitative (i.e. financial) or qualitative indicators for its activity;

b) social goals, directed at the implementation of environmental needs (like employee motivation).

This particular classification of organizational goals allows us to speak of their "family". Regardless of which aspect an organization's goals are analyzed from, their implementation remains their key purpose, as this is prerequisite for effective organizational activity. In the other case scenario, employee motivation to pursue company goals would be blocked, thus bringing down their motivation.

Organizations can pursue a variety of goals and quite a number of them can coexist. Organizational goals are typically subject to change. For example, if an organization pursues goals that don't coincide with contemporary needs, the goals can not only become useless, but can also get in the way of making necessary decisions. Practice shows that goals directed at solving most topical problems, even if they are contradicting, gain priority in each stage of organizational development.

Managers are oftentimes faced with discrepancies among pursued goals, sometimes even contradictions, which can seriously complicate the management process. A goal tree may be designed to reconcile the different goals an organization has. Goal compatibility is among the primary objectives for managerial activity when teaming up employees to work on a common mission.

Organizational structure outlines the formal relations of its various personnel (managers, IT specialists, accountants, operating personnel, etc.) with employees in other lines of activity working towards common organizational goals. An organizational scheme of sorts is requisite for coordinating work distribution among employees, their specialization and co-operation, co-ordination of the decision making and implementation processes and collective efforts in view of achieving organizational goals.

Expert in organization management Richard L. Daft singled out *six requirements* for designing an organizational management structure[17] [2004]:

a) work specialization, the process of outlining the separation of tasks at hand into different work stages (operations, actions, etc.), which are carried out by more than one employee;[18]

b) departmentalization – the principle of (according to type, functional reliance, geographic or territorial distribution, the concerned part of the work process, target clients, etc) attributing one task or another to a certain structural unit;

c) the chain of command, which regulates the chain of distribution and implementation of tasks assigned to individual employees or teams;[19]

d) the span of management, provisioning how many employees one or another manager can supervise at one time;[20]

e) centralization vs. decentralization of the decision making process, i.e. authority vested in organization employees;[21]

f) formalization of employee relations, which points to what rules and provisions employees must follow when carrying out assigned tasks.[22]

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[17] Daft, R. L.: Organization Theory & Design. Cincinnati. Southwestern. 2004

[18] Work specialization has been long applied as a phenomenon of organizational activity however, as noted by organizational behavior specialist Stephen P. Robbins, most managers consider work specialization to be an immanent source for increased productivity. In his opinion, an overly aggressive focus on work specialization can also be detrimental to organizational activity [Robbins, S. P.: Organizacinės elgsenos pagrindai. Kaunas. Poligrafija ir informatika. 2006].

[19] The chain of command, understood as a line of authority ranging form an organization's top to bottom tread, was the prevalent concept when management structures were being designed back in the eight decade of the 20th century, however now, when the management process is becoming increasingly democratic, it has lost momentum and yielded relevance to new models.

[20] This requirement is important to organization structure insofar as the number of subordinates elected to perform certain tasks determines the number of management hierarchy levels within an organization.

[21] Centralization means that authority is concentrated near the top of an organization, meaning elements in the bottom of the organization hierarchy only follow orders. Another extreme end of decision authority is when the authority is vested in managers or even experts that are closest to the work being carried out.

Organizational structure is seen as employee activity arranged through certain linear and functional subordination ties.

Line authority indicates an employee's direct subordination to a manager or that of a separate structural element to a superior manager. In a vertical organization structure, a manager has the authority to direct, control, reinforce, punish, etc. Employees in this type of structure must execute the manager's orders, are accountable to them, etc.

Staff authority – typically signifies responsibility for a certain functional area and manifests in indirect management. For example, an accountant in view of instructing other structural elements on issues related to their field of authority can do so by coordinating the orders with managers in charge of the element, or, if they fail to comply, with their superior linear manager.

An unclear division between line and staff authority within an organization usually has a negative impact on the management system as a whole, which can result in disorganization.

Organization structures can be typically **classified into**:

1. *Divisional structure,* which usually have no more than two levels of management hierarchy, a limited number of departments (under three), a large span of management and centralized decision authority, and not necessarily well-defined accountability. For the reasons outlined above, functional structures give way to quick decisions, which, on the other hand, are not always based on logic and in-depth analysis. A surplus of necessary information in the top levels of an organization's hierarchy is the essential shortcoming of this type of organization structure, as this has a negative impact on the quality of decisions being made.

2. *Based on strict standardization of work processes (bureaucracy)* – which is achieved by detailed work specialization and formalized rules and regulations. This kind of work environment curbs personal feelings employees have to the work process. Authority in bureaucratic-type organizations is centralized at the top levels (typical of min-

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[22] Comparing different levels of work formalization, one can notice that an employee working in a highly-formalized work environment has little power to decide what can be done, where and how it would be best carried out, as their work process is highly and strictly regulated. In the opposite case scenario, without strict work formalization, work tasks aren't programmed and employees are free to make autonomous decisions on various work-related issues.

istries, autonomous departments, municipalities, large corporations, etc.) however the organization structure itself is usually segmented into functional elements. It is essential for employees in bureaucratic organizations to learn how to communicate with its separate elements and to understand the workings of the management hierarchy. Seeing as employees in bureaucratic organizations are usually teamed up into different functional units, they have the possibility to, as Robbins put it, speak the same language[23] [2006]. This very reason increases the possibility of miscommunication and conflict between different units, and may bring about a gap or even a contradiction between the strategic goals of the organization as a whole and its separate units. These types of organizations function well in a stable environment, however prove to be inflexible, unyielding to change, and usually slow to react to environmental challenges and implement necessary reforms. According to Rogers, one approach to running this type of an organization is to hire less talented but also less expensive managers and have an abundance of rules and regulations in place of the freedom of decision-making. Bureaucratic structures aren't exactly favourable to ambitious individuals, who aspire to be leaders and act autonomously.

3. *Matrix type structures* carry geographic and product-based lines of authority. The dual lines of authority in these types of organizations work to avoid the shortcomings of both management structures all-the-while allowing utilize their pros. Matrix type organizations have no fixed staff roles, as different group members can assume managerial roles in each stage of the work process. Matrix structures therefore do not necessitate a complex management structure and are adaptive, meaning that formed groups can be easily transformed courtesy of a simple control mechanism. Employees in these types of organizations may have two supervisors to report to, which may pose threats to the concept of teamwork. This type of structure may also be faced with other organizational difficulties, like when an organization becomes a part of a larger management structure, or when dealing with lines of activity which require employees with a narrow specialization. From the aspect of organizational culture, when matrix type organizations become a part of a larger management structure, they risk losing their identity.

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[23] Robbins, S. P.: Organizacinės elgsenos pagrindai. Kaunas. Poligrafija ir informatika. 2006

Work relations regulated through organizational structures have a major impact on employee attitudes and behavior, as the staff helps reduce ambiguity inherent in interpersonal relations. Well-designed organizational structures help managers pursue an organization's strategic goals and implement chosen strategies. For this very reason, management structures have to reflect the strategic endeavours of an organization, and, any changes in the latter call for improving or modifying the structures. It is necessary to bear in mind that an organizational structure that may be effective in one type of an organization can prove destructive in another.

Contemporary organizations amid the increasing globalization of economic and social processes increasingly often reorganize themselves from strict, autocratic-type management structures to become less formal and based on trust and democracy.

Technology – is a means of applying materials, equipment and knowledge so as to achieve a required result, be it a product, service or solution. It may be said that every organization employs at least one type of technology to turn financial, human or material resources into a product or service. For example, higher education organizations can employ in their educational processes various technologies like lectures, case studies, practical applications, programmed, lifelong or distance learning, etc. The procedure for management-related decision making is also a type of technology, and one that is of key significance amid changing circumstances. Application of clean technologies and nanotechnologies[24] has been having an increasing impact on societal development over the recent years.

Research conducted in mid 70s for the first time revealed that technologies applied in organizations in a sense "pressure" the organization structure, forcing managers to adapt the structure to technological needs[25],[26] [Perrow, 1967; Woodward, 1965]. Links between technologies and the organization structure remained a topical research subject

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[24] Nanotechnologies help society and individual organizations to reduce dependence on natural resources and economize spending by imparting a product with desired qualities.

[25] Perrow, C.: A Framework for the Comparative Analysis of Organizations. American Sociological Review. 1967

[26] Woodward, J.: Industrial Organization: Theory and Practice. London. Oxford University Press. 1965

later on as well[27] [Miller, Glick, Wang, Huber, 1991]. According to Stephen Robbins, technologies vary in the extent to which they are routinely in the way they organize work processes[28] [2006]. Routine-like activity constitutes automatic and standardized work processes, while non-routine activity is typical of employees engaged in a singular or autonomous type of activity (restoration, individual orders, scientific research, etc). It may be said that routine-like work processes are more typical of organizations that are highly departmentalized and have increasingly formalized work relations, as set out in regulations, work descriptions and other documents.

The level of technology literacy in a country or a certain branch of economy determines what equipment is used to make a product or provide a service. It should also be noted that rapid technological change can pose difficult problems for organizations and compromise their competitive edge.[29]

It is up to a manager to find ways to best utilize modern technologies in pursuit of organizational goals.

Organization staff or human resources (personnel) are a chain that connects all of the previously discussed organizational elements. Their activity directly determines whether undertaken goals are attained. Effective work is prerequisite for an organization to achieve chosen goals, thus the need to motivate employees, be it managers, experts or workers, to acquire necessary competence, manage to generate and implement new ideas, adapt to the organizational culture, management structure and technological requirements and, finally, reconcile personal goals with those of an organization.

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[27] Miller, C. C. – Glick, W. H. – Wang, Y. – Huber, G. P.: Understanding Technology-Structure Relationships: Theory Development and Meta-Analytic Theory Testing. Academy of Management Journal. 1991

[28] Robbins, S. P.: Organizacinės elgsenos pagrindai. Kaunas. Poligrafija ir informatika. 2006

[29] Courtesy of American sociologist Alvin Toffler, the management vocabulary in the eighties was appended to include the term Future Shock, which underlines that rapid technological change can cause people to become distressed and disorientated. In order to avoid this phenomenon, the author recommended for organizations to closely follow technological developments and react accordingly [Toffler, A.: Future Shock. Bantam Books. 1970].

As is the case with most organizations, one has to fulfil certain formal requirements before they can become an employee in a given organization, namely to be able to work towards the organization's goals, to have a respective educational background, work experience, be communicative, have knowledge of foreign languages, etc. It should be noted that neither of the aforementioned requirements is sufficient to warrant that an employee will integrate into the organization, work effectively and benefit career-wise. For example, having a diploma doesn't necessarily reveal the actual level of knowledge, experience doesn't always reflect a person's capacity to react appropriately to environmental changes, and, finally, personal goals can outweigh or even go counter organizational goals. It is therefore necessary as early as in the recruitment process to consider long-term personal priorities and goals of a prospective employee and of the organization, especially when hiring employees that can contribute considerably to an organization's value[30] [Snell, Bohlander, 2007]. Studies conducted by the authors, however, point to the contrary, i.e. that recruitment interviews do not sufficiently cover the prospective employee's and the hiring organization's goals and values, do not reveal the type of work to be involved, fail to predict work results or discuss the peculiarities of integrating into the organizational culture[31]. It is for these reasons that many a newcomer is forced to reassess their personal behavior norms and even change them so as to identify with an organization.

An employee's personal qualities in large part determine their relations with organization members and either aid or get in the way of

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[30] Snell, S. – Bohlander, G.: Human resource management. Canada. Thomson. 2007

[31] Even though some managers acknowledge the human pursuit to realize their potential at work, it should be noted that only a third of all candidates are asked to discuss all the aspects of their future work in the recruitment interview. This attitude towards requirement is associated by many a manager's conviction that the absolute majority of candidates expect from the organization only material rewards, safe work environment and good relations with the staff [Gražulis, V. – Bazienė, B.: Lietuvos ikimokyklinio ugdymo įstaigose būtina daugiau dėmesio skirti naujų darbuotojų socializacijai. Personalo vadyba. 2008, Nr. 5, pp. 7 – 19; Gražulis, V. – Valickas, A. – Salminaitė, D.: Employees' Carrier Changes in the Context of Globalization (Problems and Perspectives). Proceedings of the International Conference The Fifth Year as European Union Member States: Topical Problems in Management of Economics and Law. Latvian Academy of Sciences, Mykolas Romeris University, College of Law, Riga. May 8 – 9, 2009].

harmonizing personal and organizational interests and goals[32],[33],[34] [Kasiulis, Barvydienė, 2005; Kouzes, Posner, 2003; Stoner, Freeman, Gilbert, 2001]. An employee's drive for development and improving their competence level (career) assumes an important role in the said process. An employee's career is also an important factor, one that indicates their success and has an impact on an organization's development, as it helps an organization establish a qualitative reserve for the professional growth of its staff. Successful career planning and its results depend on an employee's efforts and on the organization's capacity to create a favourable environment for their workers to grow on a personal level.

A career is currently seen as the sequence of an employee's positions within an organization and their work content throughout their employment history. Making a career thus means to plan an employee's development in a certain field or group of professions[35] [Sakalas, Šilingienė, 2007]. It is in view of this goal that organizations create systems for career management, which help employees attain work and learning experience, which in the long term could make them both useful to an organization and personally competitive in the labor market[36],[37] [Baruch, 2004; Grakauskas, Valickas, 2007].

By now it is widely accepted in scientific discourse that an employee's career is determined by the ***following factors***[38] [Gražulis, Valickas, Salminaitė, 2009]:

- the number of large and stable organizations is on a rapid decline, their environment is no longer constant and predictable, making vertical career opportunities unstable;

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[32] Kasiulis, J. – Barvydienė, V.: Vadovavimo psichologija. Vadovėlis. Kaunas. Technologija. 2005

[33] Kouzes, J. M. – Posner, B. Z.: Iššūkis vadybai. Kaunas. Smaltija. 2003

[34] Stoner, J. A. – Freeman, R. E. – Gilbert, D. R.: Vadyba. Kaunas. Poligrafija ir informatika. 2001

[35] Sakalas, A. – Šilingienė, V.: Personalo valdymas: vadovėlis. Kaunas. Technologija. 2000

[36] Baruch, Y.: Managing Careers: Theory and Practice. Harlow. Prentice Hall. 2004

[37] Grakauskas, Ž. – Valickas, A.: Studentų karjeros valdymo kompetencijų ugdymo vadovas konsultantui. Vilnius. Vilniaus universiteto leidykla. 2007

[38] Gražulis, V. – Valickas, A. – Salminaitė, D.: Employees' Carrier Changes in the Context of Globalization (Problems and Perspectives). Riga. 2009

- an employee's competence is becoming an increasingly important factor in their career opportunities;[39]
- the concept of organizational loyalty is gradually changing;[40]
- the organization-employee psychological contract is transforming.[41]

As noted by Peter Drucker[42] [2004], employees nowadays should be given the possibility to simultaneously work in various organizational structures. For example, when undertaking tasks related to their personal skills, they could works either on their own or in a team. If a task at hand requires that the same person simultaneously works in a respective structure in their organization and also acts as a "partner" in some other movement or company, managers must form the necessary conditions for the employee's various skills to manifest.

When limits are imposed on career opportunities for prospective employees, organizational change is bound to slow down, sometimes even to a dangerous degree. As noted by some experts, organizations to a certain extent reproduce, remain stable and at the same time change through the careers of their employees[43] [Jones, Dunn, 2007]. This tendency illustrates that well-designed career systems make it possible for

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[39] Also, employees with skills necessary to an organization are increasingly seen as its full-fledged partners, entrepreneurs, who sell their skills to an organization and can influence important decisions [Drucker, P. F.: Valdymo iššūkiai XXI amžiuje. Vilnius. Rgrupė. 2004; Ppobst, G. – Raub, S. – Romhardt, K.: Žinių vadyba. Sėkmės komponentai. Vilnius. Knygiai. 2006; Williams, S. – Adam-Smith, D.: Contemporary employment relations. A Critical introduction. Oxford university press. 2006].

[40] As often noted by some specialists, it is increasingly the case that employees have more and a wider range of skills, they take on full responsibility for carrying out individual projects and undertake to tolerate the state of constant changes, and organizations, in turn, oftentimes motivates its employees with rather good pay, based on work results rather than hours [Baruch, Y.: Managing Careers: Theory and Practice. Harlow. Prentice Hall. 2004].

[41] While the previous psychological contract was based on a good emotional link between child (employee) and parent (organization), the current one stands as partnership agreement between two autonomous and equal subjects [Grakauskas, Ž. – Valickas, A.: Studentų karjeros valdymo kompetencijų ugdymo vadovas konsultantui. Vilnius. Vilniaus universiteto leidykla. 2007].

[42] Drucker, P. F.: Valdymo iššūkiai XXI amžiuje. Vilnius. Rgrupė. 2004

[43] Jones, C. – Dunn, M. B.: Careers and institutions. The centrality of careers to organizational studies. Handbook of Career Studies. ed.Gunz H., Peiperl M. Los Angeles. Sage Publications. 2007

organizations to move people capable of generating, designing and implementing new ideas that help an organization adapt to changing environmental factors to the top management levels[44] [Bagdadli, 2007].

Scientific and methodical literature on the topic of human resource management over the past two decades acknowledged that to understand an individual's efforts in the realm of collective work it is necessary to focus on *individual roles,* as each employee has a qualitatively different contribution to completing tasks assigned to a team. A person's role in a working team can be defined as a possibility for an individual to perform their personal best in one or another stage in the team work process (for example, some individuals are better at organizing work activity, others are better at generating ideas, evaluating work carried out by their colleagues, etc.).[45] Moreover, current studies show that all groups engaged in collective work feature a variety of different roles.

Meredith Belbin was the first to make note of the various roles inherent in teamwork back in 1981. He found that individuals, whose strengths and personal qualities are manifested individually and correspond to the needs of the team as a whole, are most useful in teamwork[46] [Barnard, 1938In the author's opinion, the main problem facing collective work is the issue of reaching a balance, however, an organization needs not similar employees, but such that counterbalance each other's qualities. The latter case scenario makes it possible to create a suitable atmosphere in a team and best utilize the strengths of its separate members.

When forming a team, an important goal is to create suitable conditions for the manifestation o all employees' innate qualities, skills, knowledge and interests, as this enables team members to effectively carry out their individual role and at the same time work to meet an organization's objectives.

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[44] Bagdadli, S.: Designing Career Systems. Are We Ready for It? Handbook of Career Studies. ed.Gunz H., Peiperl M. Los Angeles. Sage Publications. 2007

[45] Even though it was noticed that learned or acquired behavior can have an impact on a person's ability to assume one role or another, it must said that regardless of similar functional competence (skills, experience and knowledge) different people in line with their different inborn behavior act rather differently in a group/team.

[46] Barnard, C. I.: The Functions of the Executive. Cambridge. Harvard University Press. 1938

The instrumentation of an employee's role can be viewed through the prism of a few different methodologies, like those of Meredith Belbin[47], J. Richard Hackman, Charles J. Margerison and Donald McCann among others. The said theories can be applied to explain employee roles in various size groups ranging from small (micro) to large (macro).

Most managers expect their employees to accept the organization as a kindred being, to work sincerely and have concern for the organization's image and results. It should be noted that this requires effort on the part of managers to change their attitudes towards hired personnel. For example, today there is an increasing amount of employees, especially those in positions requiring mental work that have knowledge of special "work measures". Peter Drucker called such individuals "volunteers", as they find it important to know an organization's mission and to believe in it, and they need to see the results[48] [2004]. Recognition of the new approach to employees has prompted a gradual change in the content of managerial duties from "human resource management" to "management of the development of human resources", which can be explained as "management for increasing work productivity". Peter Drucker in Management Challenges for the 21st Century says human resource management is becoming increasingly a marketing activity, and

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[47] Professor Meredith Belbin in 1981 identified eight team roles, namely plant (creative idea generators), resource investigator, coordinator, shaper, monitor evaluator, team worker, implementer, completer finisher. Later, in 1993, she published Team Roles at Work, adding a ninth role – specialist, which stands out in the team for their knowledge and professional skills. The narrow scope of this role, however, makes it scarcely used in research. Research conducted by the author clearly illustrated that each of the roles have their strong and weak points. It was also determined that the biggest danger in the process of designing a team is to have too many team members with the same roles. However, Belbin's research revealed that teams with many implementers are especially effective, as these employees tend to put their personal interests below those of the organization and manage to work for the team, but too many implementers in one group cause for attention to shift to work goals and formal relations between employees, making it difficult for people in teamworker roles. On the other hand, too many teamworkers in one group would leave the implementers confused as to why they are on a team altogether. An organization in line with its priorities can have specific requirements for its employees and plan their careers accordingly, which works both for the employers and employees and their motivation to aim for the organization's goals. Annex four includes a more in-depth analysis of Belbin's team roles.

[48] Drucker, P. F.: Valdymo iššūkiai XXI amžiuje. Vilnius. Rgrupė. 2004

marketing starts not with the question of what we want, but with what the other side wants, what are its values and goals and what it considers to be results.

Organizational culture is the habitual manner of interpersonal relations among an organization's employees, which forms the inner climate, traditions, prevalent customs, employee expectations and the organization's image. Organizational culture reflects quality, reliability and punctuality. It develops over long periods of time, it practically cannot be imitated and it helps an organization find its place in society. John Newstrom and Keith Davis note that the idea of an organizational culture is rather abstract in how it manifests as we can neither see nor touch it, but it exists and expands its reach[49] [1997]. Looking back at history, we can see that in the beginning most characteristics of organizational culture didn't have clearly defined features. However, over the recent 20 – 25 years, which led to the development of theoretical foundations of organizational culture and to increasing acceptance of this phenomenon; management discourse has opened up to discussions on the benefits of different types of organizational culture[50]. Contemporary organizational culture has been recently recognized as an important part of the internal environment, and can manifest[51] [Robbins, 2006]:

-   in a manager's capacity to reach out to their employees, involving them in a novel and oftentimes risky process, which is a precondition to increase their competitive advantage;

-   in development of employee skills and analytical processes;

-   in prioritizing work results instead of just work methods;

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[49] Newstrom, D. – Davis, K.: Organizational Behavior. Human Behavior at Work. University of Minnesota. Duluth. 1997

[50] Expert in organizational psychology and management Edgar Schein, in his 1985 book "Organizational Culture and Leadership" widely analyzed this phenomenon and its significance to organizational development, making a great contribution to understanding the concept of organizational culture [Schein, E. H.: Organizational Culture and Leadership. San Francisco. Jossey Bass. 1992]. Geert Hofstede, who also analyzed this subject, back in 1980 said that to motivate workers to work effectively, managers must take into account the different cultural heritage their subordinates bring into the organization [Hofstede, G.: Motivation, Leadership ang Organizations. Do American Theories Apply Abroad? Organizational Dynamics. 1980].

[51] Robbins, S. P.: Organizacinės elgsenos pagrindai. Kaunas. Poligrafija ir informatika. 2006

- in making use of the advantages of teamwork;
- in giving priority stability guarantees over unjustified experiments (i.e. flimsy financial policy, useless structural changes, etc.).

The aforementioned circumstances created new objectives for the science of management and for organizations choosing the paths for their strategic development by raising the question of how likely an individual is to adapt to one or another organizational culture.

Unfortunately, it seems aspects of a person's adaptability to an organizational culture are rarely addressed as a separate subject in special literature and are mostly absent from academic publications.

Contemporary management guru Charles Handy, having analyzed the formation of work collectives and organization of teamwork, concluded that it would best for everyone to figure out what type of organization would bring out their best performance, i.e. whether they should aspire for a position in a large corporation (elephant) or work in one of the many small companies (fleas) and be part of their specific organizational culture[52] [2002].[53] In the opinion of the author, the concept of work is rapidly changing and employability signifies typical reasoning of an independent individual. Flexibility, the author feels, means nothing other than understanding that nobody at this time can provide long-term guarantees in terms of work. In other words, the concept of loyalty today means first of all devotion to oneself and the future, then to the

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[52] Handy, C.: The Elephant and the Flea Looking Backward to the future. London. Random House Hutchinson. 2001

[53] C. Handy acknowledges that an individual is not a simple personality, which typically belongs to just one type of organizational culture, instead, the author underlines the need to consider the main qualities in a person, as the level to which they are expressed in large part determines which organizational culture we would best adapt to and what consequences this would bring, i.e. whether it would help to improve performance and go up the career ladder. Research conducted by the authors completely confirm this, as it illustrated that one in two undergraduate or graduate students have the easiest time adapting in organizations implementing a wide range of projects, which have the matrix organizational structure with teamwork and high level of autonomy in terms of employee activity. One in five students, and this is more prevalent among women, can successfully adapt to bureaucratic organizations, while only one in ten students saying they favour the organizational culture in such organizations. Research results illustrate that all polled respondents can also work in other, i.e. less favoured organizational cultures, albeit somewhat less successfully.

team or project, and, finally, to the organization. Handy argues that the main reason behind this is that we all produce and own intellectual property, which we will become better at conserving and making profit from.[54] Handy feels that an individual needs to personally figure out what is important to them, what they want to do in life/work and what drives them. In the author's opinion, failure to do so may result in the breakdown of a person's life ambitions.[55] Handy also notes that in real life we rarely come across any clean-cut type of organizational culture, saying that it is necessary to speak of the prevalent type of organizational culture.[56] Besides the prevalent culture, many subcultures – arising from new situations and new experience - can also determine relations within an organization. The uneven situation of different units of an organization structure and their different geographic location can oftentimes become the basis for the emergence of subcultures.

When assessing the impact of organizational culture on the development of an organization, it is necessary to bear in mind that they can be evaluated as strong or weak. A strong organizational culture is highly cultivated and manifests in extensive appraisal of its employees. This helps employees acquire dedication to common interests, which, in turn, helps the work team agree on an organization's strategic goals, thus reducing the employee turnover rate. A weak organizational culture is less distinguished in the aforementioned characteristics.

An organization's **external environment** includes:

- consumers (clients);
- suppliers;
- competitors;
- the development of science and technology;

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[54] As can be seen here, Charles Handy's take on individuality is kindred to Peter Drucker's stance on changes to the human factor in organizations.

[55] Some management experts like Dinesh D'Souza find Charles Handy's accounts on human capacity to project their future somewhat exaggerated [D'Souze, D.: The Virtue of Prosperity: Finding Values in an Age of Techno-Affluence. Simon & Schuster. 2000].

[56] Among other organizational management experts who would be inclined to agree, Stephen Robbins says that most large corporations have a prevalent culture and many subcultures [Robbins, S. P.: Organizacinės elgsenos pagrindai. Kaunas. Poligrafija ir informatika. 2006].

- a country's socio-economic development;
- trade unions;
- the media, other forms of communication;
- legislators: state, municipal institutions;
- a country's domestic political situation;
- a country's international situation.

Consumers (clients) – are natural and legal persons, who exchange resources available to them for an organization's product or services (usually in the form of money). Consumer needs and (buying) capacity indicate what an organization should produce and what services it should provide. An organization's ability to focus on a consumer group for implementing its goals in large part determines whether it will manage to survive.

Suppliers – are legal or natural persons that provide organizations with resources, energy, equipment, or services the latter need to implement their goals. Each organization is dependent on resources and suppliers, therefore, in a bid to compete with other organizations, it is interested in getting quality resources in a timely manner and at the cheapest possible price.

Competitors – are organizations competing in one market to become a supplier of its products or services to the consumers. In order to occupy a planned portion of the market, organizations may:

- find new consumers within the same market;
- look for ways to expand the market itself;
- defeat competitors operating in the same market.

Competitors have a considerable impact on any an organization, as often both the consumers and the competitors can determine the nomenclature, quality and price of a product or service. Moreover, if an organization fails to better satisfy customer needs than its competitors, it is left with a lesser potential for strategic development, possibly leading to bankruptcy.

An organization's activity is regulated through **state legislation and other acts of law**, the most important of which warrant the right to property and business, regulate work relations and security, and those with suppliers and competitors, defend consumer interests, etc. Organi-

zations, beside having to follow the law, must also comply with the requirements of institutions regulating state affairs (state and municipal institutions).

Trade unions – are alliances of workers established for public purposes. They influence an organization first of all through a collective agreement between managers and employees. Collective agreements usually cover wages, working hours and work conditions among other work-organization related issues.

The media has always discussed economic and business issues, as they are relevant to a number of people. In this period of rapid change, the media and new forms of communication provide a yet wider range and a more extensive scope of information.

External environment constituencies all carry a different effect on organizations. Consumers, suppliers, competitors, legislation, the state (through its institutions), trade unions and the media have a direct impact on organizations, thus their being tagged in management discourse as elements of *direct impact.*

Scientific and technological advancements, a country's economic and political situation, state-provided social guarantees and a country's position in the global community influence organizations indirectly. The aforementioned elements have come to be known as having an *indirect impact* on organizations.

Organizations can obtain information about the indirect impact environment from the following sources:

- an internal database;
- unofficial economic channels;
- other organizations: partners, consulting firms, etc.;
- government, statistical reports;
- financial and business publications, etc.

The external environment and the different effect it can have on an organization can either work to increase its competitive edge or reduce it. References to, say, a country's competitive abilities in the international market, financial forecasts, statistical data or changing loan conditions are all sources that can warn managers about tendencies present in

the external environment, thus making it important for an organization to observe all such information.[57]

The degree to which external environment factors influence an organization is determined by forecasting possible social, economic, technological and other consequences – information that managers can use to prepare alternative plans for the future. The external environment, in turn, is also constantly influenced by separate organizations.

Summarizing the description of an organization's internal and external environment, we can see that in order to achieve effectiveness on the part of their subordinates, ***managers have to assess all factors that can influence the organization's competitive advantage***.

1.3.
Organizational Challenges in a Changing Environment

One of the key characteristics of today's organizations is the increasing number of companies, whose employees and products cross national borders. National organizations are increasingly shifting focus to become international.

1.3.1. Necessary Preconditions for Organizational Changes

A historical perspective shows that national organizations evolve to become international by going through several stages of development. In the first stage, organizational activity is oriented at the ***local market*** and usually regulated exclusively by the host country's legislation, meaning international relations are not essential for its operation. Organizations in the second stage of the said development process make their product within the host country's territory and run the management process based on the local business culture, but a considerable amount

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[57] It may be said that Lithuania's biggest issues include high taxes, lacking confidence in political decisions, bureaucracy and, in turn, corruption, insufficient court autonomy, irrational state spending. These and other reasons caused Lithuania to drop from 34th place in 2005 to 40th in 2006.

of its production is generated in ***another country's market*** with its unique marketing traditions and regulations.

The third stage of internationalization brings about waning interest in the host country's local market, as both the manufacturing process takes place and production (regardless of whether these are intermediary or final goods) is sold in the ***territory of a few different states***, in line with their legal norms and prevalent management traditions.[58] Table 1 features characteristics typical of national organizations on the road to becoming international.

Table 1: **Stages of internationalization of national organizations**

Classification indicators	An organization's stage of development		
	National 1	**National 2**	**Transnational**
Activity/ production, services/ Location	Within state territory	Within state territory	Within state territory and that of countries hosting subsidiary companies
Object: market	Local or national	National and countries receiving exports	National, multinational and global
Competitive abilities	Determined by the country's regions or national economic development	Determined by National economic development or that of countries receiving exported production	Determined by multinational and global economic development
Business orientation	Production/services and realization are oriented on the regional and national level, export options are in the	Production/services and realization are oriented on the national level, export possibilities are considered	Production/services and realization depend on national and global needs

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[58] UN experts maintain that businesses that co-ordinate activity of its subsidiary companies in two or more states can be considered international (transnational, multinational). Harvard University researchers attribute companies with no less than 6 subsidiary companies abroad to multinational companies [Daniels, D. – Radeba Li, Ch.: Mezdunarodnyj biznis: vnesnaja sreda u belovyje operacji. 1994].

Classification indicators	An organization's stage of development		
	National 1	**National 2**	**Transnational**
	process of consideration		
The management process	Is based on the regional and national experience of the host country	Is based on the host country's national experience, considering the traditions in place in export receiving states	Is based on the host country's national experience and affected by processes of management globalization
Strategy for expansion and development	Prepared based on the host country's regional and national needs	Prepared based on the host country's national needs and those of export receiving states	Prepared based on both national and global-level needs
Resources	Local	National	Global

Looking back, we can notice that the number of internationalized organizations over the past decades increased not so much in number as they did in progressive proportion. For example, back in 1901, a mere 18 American corporations had 47 subsidiary companies, with this figure at 39 and 116, accordingly, on the eve of WWI. By the end of the 20th Century's eight decade, there were around 10,000 such organizations with about 100,000 subsidiary companies operating in other states, the United Nations (UN) Center on Transnational Corporations (CTC) data shows. Currently, there are over 63,000 transnational companies registered world-wide[59], which control over 700,000 subsidiary companies, who employ 73 million workers and have an annual turnover of 6,000 billion US dollars[60] [Sejfulaeva, 2006].

Today, most management experts agree that by mid tenth decade of the 20th Century, the following factors helped comprehend the phe-

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[59] 100 of which are registered in economically developed countries.
[60] Sejfulaeva, M. E.: Mezdunarodnyj marketing. Trenčín. Trenčianska univerzita A. Dubčeka. 2006

nomenon of **internationalization of organizations**[61] [Stoner, Freeman, Gilbert, 2001].

a) National organizations and their managers' work much closer today than ever before with a larger number of consumers, partners and competitors at play. Readily available modern telecommunication technologies and their ever increasing presence in our daily lives in a way work to contract the globe and allow people in different locations around the world to transfer verbal, visual or other types of information within a few seconds of time.

b) The concept of activity location, when goods are produced or services provided simultaneously in different parts of the world, crosses the borders of a few different states. This process creates new precedents for transnational management on a daily level.

c) The attitude towards an organization's development strategy usually has an international tone, which promotes interest in the experience and achievements of other states and awakens the need to cultivate personal skills and become an active participant in the global market.[62]

This leads to conclude that internalization of organizational activity presses together the dimensions of time, location and social relations. Internationalization of organizational activity, which has been actively unfolding over the past 30 years, is concurrent with the globalization of human resource management. It has already been noted that this process increasingly draws companies staffed under 20 employees, and their influence on economic and social processes is on a continuous upward hike.[63] This bit of knowledge makes especially significant Peter

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[61] Stoner, J. A. – Freeman, R. E. – Gilbert, D. R.: Vadyba. Kaunas. Poligrafija ir informatika. 2001

[62] It would be worth mentioning the Shanghai stock market, which on Feb. 27 dropped 9 pct, dramatic price drop (9 pct), taking the biggest plunge in 10 years. The wave hit the Vilnius Stock Exchange within a few days, resulting in 1.5 billion litas loss in the Lithuanian stock market. On the other hand, the price drop was a suitable time for some investors to add on to their investment portfolios.

[63] See: Grenčíková, A.: Vzdelanie – významný faktor pri uplatnení sa na trhu práce. In: Zborník medzinárodnej konferencie Personálny manažment v podmienkach formovania nového európskeho trhu práce. Trenčín. Trenčianska univerzita A. Dubčeka 2004; Handy, C.: The Elephant and the Flea Looking Backward to the future. Lon-

Drucker's remark that "all institutions have to make global competitiveness a strategic goal"[64] [2004]. According to him, no institution, be it a business, university or hospital, can expect to survive, let alone be successful, if it doesn't strive to achieve the standards set by those institutions in the frontlines of their domain in any other place around the world.[65]

All of the aforementioned organizational changes are associated with ***constant societal progress***. Moreover, the last decade was marked with the evolution of radical and difficult to predict factors that have a detrimental effect on organizations, namely ecological catastrophes (the Black Hole in the Ozone Layer, the Greenhouse Effect, earthquakes in non-seismic zones, etc.), the increasing terrorist tide (in New York, Madrid, Istanbul, London, etc.), the intensifying anti-globalist movement – for example, the events in London 2005 amid the Group of Eight (G8) Summit and the World Trade Organization (WTO) Congress in Hong Kong. These facts lead to thinking and agreeing with Illinois State University professor Manfred B. Steger, who wrote that discrepancies between that which is precise and that which is universal have reached an unprecedented level just because interdependence of that which is global and local is growing at a faster rate today than ever before. The

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don. Random House Hutchinson. 2001; Hronová, S. – Hindlis, R.: Vstup do EU pohledem manažerů malých a středních podniků. In: Sborník z mezinárodního vědeckého semináře Připravenost českých podnikatelských subjektů na členství v Evropské unii. Praha. Vysoká škola ekonomická v Praze. 2004; Linderholm, C.: Vientisa verslumo ugdymo grandinė. International conference material from Kaunas University of Applied Sciences. 2004. When assessing organizations from this point of view, it is hardly worth agreeing with authors who see the collapse of big businesses as a threat to a country's economy, as small and very small businesses step in to take their place. The likelihood of the former scenario is usually grounded in the questionable fact that The likelihood of the former scenario is usually explained by the questionable fact that "new companies are lacking in production organization and management skills, insufficient focus on management, employee competence, their skills, quality of work organization, employee moods their significance to work results [Valackienė, A.: Krizių valdymas ir sprendimų priėmimas. Mokomoji knyga. Kaunas. Technologija. 2005].

[64] Drucker, P. F.: Valdymo iššūkiai XXI amžiuje. Vilnius. Rgrupė. 2004

[65] In general, when discussing the process of globalization, we must bear in mind that understanding of this complex phenomenon requires not just management studies, but also multidisciplinary domains like global economy, politics, environment, etc., which together help to shape the big picture of the process.

surge of international terrorist organizations like Al Qaeda is among the symbols of globalization[66] [Steger, 2003].

On the other hand, organizational activity is meaningful insofar as its results are universally recognized and or are sufficiently competitive in a given market. The development of society's economic and social processes over the past few decades points to constantly growing competition. For the reasons outlined above, various international organizations and governments of many countries increasingly focus on the consequences of competition. There are many ways to react to ***increasing competition***. For example, assessing what impact competition had on Lithuania, the European Commission (EC) said the country's government should promote businesses to engage in innovative activity and pay more attention to investing in non-material assets including human resources and work organization. Moreover, national governments are periodically prompted to tighten legal provisions that distort competition in certain economic domains, all-the-while loosening the reins in others.

It is especially difficult today to determine what issues in organizational development can be expected to become topical in the nearest future. Whatever the case, globalization of organizational activity, a process that kicked off in the seventies, is not the pursuit of a final point which would halt any further development. Instead, the modern globalization process rather sends signals, pointing to directions for a qualitatively new organizational development.

Charles Handy maintained a similar position, saying that "The old-style elephants may have gone for ever, but large organizations will still be needed, will in fact be more powerful and larger in their reach than ever. [...] They will, however, need to be very different in their ways and habits from the ones we used to know,"[67] [2001]. Handy felt the new elephants would be faced with the following challenges:

- To grow bigger, but remain small and personal.
- To combine creativity with efficiency.
- To be prosperous, but also socially acceptable.

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[66] Steger, M. B.: Globalization: A Very Short Introduction. Oxford. Oxford University Press. 2003

[67] Handy, C.: The Elephant and the Flea Looking Backward to the future. London. Random House Hutchinson. 2001

- To reward both the owners of the ideas as well as the owners of the company bringing the ideas to life.

Whatever environmental challenges arise, they always bring about changes to organizational activity. In the opinion of James M. Kouzes and Barry Z. Posner, nobody can achieve the best results by keeping the current situation unchanged. Organizations operating in the environment of ever-increasing competition and globalization of the management process therefore have the main objective not so much decide on whether or not to accept change, but to decide how to best partake in the process of transition, provision when and how to best implement in-house reforms[68] [2003]. Practice shows that by partaking in transition processes, an organization first and foremost moves towards its vision for the future using available financial, technical and other possibilities. From this point of view, we can appreciate Peter Drucker's words that "to try to make the future is highly risky. It is less risky, however, than not to try to make it,"[69] [2004].

Modern-day changes are not just technical and technological in nature, but can also be related to the human factor – personal values, needs, etc. Constant changes call for reassessing organizational activity anew, a process that promotes efforts in view of harmonizing the internal and external environment and constant changes within an organization.

It would hardly be reasonable in the contemporary world to expect desired results in the long-term perspective, if organizational capacity is not seen through sufficiently or overstretched. Organizations, therefore, are faced with the necessity to foresee events and involve themselves in change, i.e. be "proactive". On the other hand, organizations have to work towards maintaining a balance between the "collective" and "personal" dimensions, meaning their activity has to be "reactive", i.e. capable of responding to environmental impact. Because today's organizational activity takes place amid a constant state of alert, organizations have to be especially flexible and take an active part in the process of change.

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[68] Kouzes, J. M. – Posner, B. Z.: Iššūkis vadybai. Kaunas. Smaltin. 2003
[69] Drucker, P. F.: Valdymo iššūkiai XXI amžiuje. Vilnius. Rgrupė. 2004

1.3.2. Challenges Impeding Organizational Transition

Lithuanian researchers specializing in the analysis of how the country's organizations develop, identified a few potential causes keeping organizations from partaking in the process of change, namely external restrictions, unfavourable time, lack of or an unsuitable combination of resources, communication issues and even staff resistance to a provisioned strategic process[70],[71],[72] [Martinkus, Žiūkienė, 2006; Sakalas, Savanevičienė, 2003; Zakarevičius, 2003]. Other factors inhibiting organizational development can include unstable work conditions, poor potential for legal earnings, lack of motivational factors and problems concerning personal growth of employees. It is for the reasons outlined above that many organization managers in Lithuania associate development of their businesses with work intensity and necessary investments instead of attempting to partake in change and harmonize the internal and external environments.[73]

Research carried out by the authors starting 2001 (with 1,300 respondents working in various branches of economy surveyed to this day) very clearly illustrates that almost 70 percent of Lithuania's organizations have an obscure view of their participation in today's changes. The main factors contributing to this situation are as follows[74] [Gražulis, 2005]:

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[70] Martinkus, B. – Žiūkienė, S.: Verslo organizavimas. Šiauliai. VšĮ Šiaulių universiteto leidykla. 2006

[71] Sakalas, A. – Savanevičienė, A.: Įmonės krizių valdymas. Vadovėlis. Kaunas. Technologija. 2003

[72] Zakarevičius, P.: Pokyčiai organizacijose. Priežastys. Valdymas. Pasekmės. Kaunas. VDU. 2003

[73] It has been noticed that this is in large part caused by gaps in management theory, as managers that focus on business expansion lose focus of employee competence and improving their skills [Kouzes, J. M. – Posner, B. Z.: Iššūkis vadybai. Kaunas. Smaltin. 2003, p. 25]. Managers themselves are not ones to refute this fact. For example, a study conducted in 2004 in large Lithuanian businesses by Lithuania's Knowledge Society Institute and the Kaunas University of Technology illustrated that companies had ample shortcomings in the fields of staff training and audit.

[74] Gražulis, V.: Vadyba iššūkių aplinkoje – ko mokytis ir kaip studijuoti. Tarptautinės mokslinės konferencijos Ekonomika ir vadyba 2005. Kaunas. Technologija. 2005

a) ***Poor understanding of the external environment***, making organizations more susceptible to threats and less prepared to utilize the external environment for their benefit.

b) ***Failure to notice in time the need for a new decision and arriving to the most fitting one***, which leaves organizations mostly involved in the process of *"starting again"*, with most attention directed towards eliminating the consequences of "erosion" rather than the underlying causes.

c) ***Insufficient efforts to include organization personnel in the process of change***, as most organizations fail to interest both the employees in favour of innovations and those against them in the transition process.[75] Organizations tend to resist change because of fear, and employees usually associate the established order with guarantees and stability.[76] A manager's ability to round up a team that is open to innovations helps to establish an organizational environment characterized by flexibility and a strategic approach.

d) ***Poor preparation for the unexpected***, which leaves organizations unprepared for new challenges and their unexpected impact and forces them to just "imitate" the environment employed by others.

A conclusion presents itself that up to this point in time, constant societal change and new challenges it presents caused for slower devel-

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[75] Results of surveys carried out 2001-2008 by the authors are fully in line with a study on industry competitiveness carried out by former Lithuanian Institute of Economy (predecessor to the current Ministry of Economy), which concluded that "work competence potential is not effectively utilised in Lithuania" [Čiukšys, O.: Lietuvos pramonės konkurencingumas. Interneto prieiga

www.ukmin.lt/index.php/pramoneirverslas/pramone/konkurencingumas, žr. 2005].

[76] Expert in human resource management Michael Armstrong indicated the following as main causes behind staff resistance to participation in change [Armstrong, M.: Strategiceskoje uplavlenie celovekom. Infra. 2002,VIII, p. 328].

- shock of the new;
- economic fears;
- inconvenience;
- uncertainty;
- symbolic fears;
- threat to interpersonal relationships;
- threat to status or skill and competence fears.

opment of two thirds of Lithuanian organizations than demanded by the course of change. According to our research results and those of other experts in the field, an organization's readiness to partake in the process of change in modern-day Lithuania is more an exception than the rule.[77]

Insufficient understanding of the significance of change has a detrimental effect on organizational activity, making it no surprise that hundreds of organizations annually disappear from Lithuania's economic activity map[78].

Some organizations do exhibit characteristics typical of modern-day management, by, say, promoting self-growth among common employees, by means of financing their studies, or creating cultural models present in contemporary organizations. However, this remains an advantage enjoyed by the **"privileged players"**, mostly foreign-capital businesses of the service sector, i.e. commercial banks, investment funds, etc. According to survey results, most managers in such organizations learned the secrets of the development of management and business studying abroad the achievements of western management and administration practices. On the other hand, employees, acknowledging their superior's openness to partaking in the process of change, find the latter to be knowledgeable on boosting the organization's competitive edge, able of arriving to necessary decisions, steering employees and, in turn, themselves to participate in training to build on management skills and improve their business (better tackle managerial situations, make strategic decisions on issues concerning characteristics of modern communication, teamwork, etc), are faster to react to environmental changes.

This may raise a question as to whether organizations that manage to be continuously successful for their entire life cycle or a historically long period of time even exist. This question could seem baffling, as all organizations operating in one or other specific environment are always subject to both the positive and negative impact that it brings. Constant fluctuation of the prices of goods and services, of currencies and stocks

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[77] Having probed into the reasons behind crises in Lithuanian businesses, Algimantas Sakalas and Asta Savaneviciene note that managers attribute crises to external reasons (lacking capital, taxes, etc.), however, "the main reason, which surveyed managers are reluctant to admit, is, in fact, faulty management." [Sakalas, A. – Savanevičienė, A.: Įmonės krizių valdymas. Vadovėlis. Kaunas. Technologija. 2003].

[78] Įregistruotų ir veikiančių ūkio subjektų skaičius pagal ūkio subjektų rūšis (metų pradžioje). Interneto prieiga http://www.stat.gov.lt/lt/

on the market, force organization managers to make decisions that in essence change organizational elements, workload, investment policy, the fate of their employees, etc. For this reason, organization managers in pursuit of positive organizational activity results amid changing environmental conditions are forced to take interest in innovations, which, because of their uncertain nature, at least in the first stages, work to increase organizational risk.

Practice shows that while some risk factors can be controlled, others, like the effect the media has on an organization, cannot. Also, some risks reflect factors inherent in organizational processes, while others are more the consequences of the external environment. Faulty formulation of the organizational mission, unclear goals, uncoordinated shareholder attitudes, management and work organization problems, inefficient resource utilization, poor marketing policy, low quality production or services and low employee motivation can all be examples of internal risk factors. The aforementioned risks can be the result of limited capacity or production facility, outdated resources, lacking skills or funds, or an unfavourable organizational image.

In this regard, a manager's insufficient readiness to participate in the process of change and their untimely decisions can result in chaos and an ensuing crisis, and, eventually, in bankruptcy. Managers have to be prepared to understand environmental factors that can pose a danger to the organization in any specific situation, as risk factors within an organization are not just signs indicating problems with the organization itself.

Management expert from the UK Roger Oldcorn in a book on organization management says that if problems were easy to identify and solve, then ***they wouldn't exist***[79] [1999]. In line with this statement, the author would like to recommend to refrain from diagnoses and quick fixes, but instead to carry out a detailed analysis of all factors involved in creating the problem situation and leave conclusions for afterwards.

Business administration guru from the US Karl Vesper in a book on strategic organizational development strategies published in 1980 identified what he saw as the main reasons keeping organizations from always

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[79] Oldcorn, R.: Osnovy menedzmenta. Moskva. Finpress. 1999

making use of the advantages of partaking in the process of change[80] [1980]:

- lack of an effective concept;
- poor knowledge of the market;
- lacking technical skills;
- insufficient initial capital;
- insufficient business administration knowledge and experience;
- motivational issues, lacking of self-confidence;
- potentially negative social consequences;
- attachment to a certain line of activity;
- time constraints;
- legal restrictions and various irrational prohibitions;
- monopolized market, protectionism.[81]

Most of the named causes can be attributed to management issues, however, some of them are economic, technical, technological, social and psychological in nature. Timely disposal, or, better yet, avoidance of obstacles to successful organizational development requires constant analysis of the reasons behind them. We see in practice many examples of how to avoid obstacles, the lot of which Lithuanian researcher Povilas Zakarevicius opted to divide into two groups[82] [2003]:

a) *Formal measures,* i.e., those aimed at establishing a positive attitude towards innovations, i.e. offering constant vocational training for employees, briefing them on the inevitability of change and its significance. This particular measure presupposes another one, i.e. to involve employees in decision making and other organizational management processes.

b) *Informal measures,* i.e. those that naturally occur when employees understand that their attitude, perception and competence de-

[80] Vesper, K.: New Venture Strategies. New York. Prentice-Hall. 1980

[81] Frank Roselieb arrives to analogous conclusions (see Annex 5, taken from: Empirische Befunde in der internen und externen Unternehmenskommunikation. Marie Henckel von Donnersmarck, Roland Schatz (Hrsg.). Bonn, Dover, Fribourg, Leipzig, Ostrava, 1999. pp. 85 – 105.

[82] Zakarevičius, P.: Pokyčiai organizacijose. Priežastys. Valdymas. Pasekmės. Kaunas. VDU. 2003

termines whether changes will be effective or not, causing them to gather into communities and clubs, where they exchange the newest information, attend training and prepare for future changes.

To conclude our excursus on preconditions for organizational readiness for change, we would like to point out that the current work environment poses the inevitable necessity for organizations to be able to accept and understand the surrounding environment. When introducing innovations, an organization must be ready to both risk and manage to avoid potential crises, or, in face of one, to neutralize the ensuing consequences. It is up to an organization manager to try and motivate employees to engage in new activity, learn to take risks and fearlessly pursue victory. To have such possibilities, organizations must develop by learning from their mistakes and building on their strong points, manage to move forward and make strategic choices. The approach to base all organizational activity on just solving problems that arise would amount to "building a house on sand".

2.
CONTEMPORARY DIMENSIONS OF MISSION
OF HUMAN POTENTIAL MANAGEMENT
WITH ASPECT OF THE MOTIVATION

More and more managers and personnel experts of the small, middle, and big organizations identify themselves with the fact that human potential with the high motivation is the only dynamic precondition and the maker of contemporary and future success. The human potential of an organization is a firm and simultaneously a flexible base of the motivation, the perceived knowledge, the applied skills, and the initiated work contacts, and it decides of the efficient running and strategic development of every organization. The human potential, i.e. the quantitative and the qualitative structure of all employees and managers in an organization is a phenomenon that requires a goal-directed and a particular care – the human potential needs to be used and developed systematically, motivationally, and deliberately. This exploitative-motivationally-developing effort is a domain of contemporary management and development of the human potential.

2.1.
Human Potential versus Human Resource and Necessity for Systematic Motivating

A development of any sphere in the word, and also in the regional environment is getting on by high acceleration. The new technologies, the new equipments, the new ways of financial operations are invented – the present day is characteristic and necessary accompanied by a new knowledge in all areas of the people activities. The new trends and new knowledge surely come into the processes of human potential management and interpersonal relationships, and also must be used in this field. Analogously, as was at past proclaimed and visible shift from the phi-

losophy of labor force to the philosophy of human resource, also an actual situation in the area of organization management should be changed over to the next philosophically-realization shift, it means from the philosophy of human resource management to the philosophy of human potential management and development. By all means, there should not being contented only a change of a title of personal branch, function, or management of the organization. The change should become a real reflection of a new importance and a new value (also new problems) of the most dynamical element of the organization, it means of the people and their potential.

With an intention to orientate the attention to need for thought and matter-of-fact shift in an understanding of this area, the following text will be concentrated to the presentation of various authors' definitions of the concept of human resource.

For example, J. B. Barney explains the human resource in this way: „Human resources include all of the experience, skills, judgment, abilities, knowledge, contacts, risk taking, and wisdom of the individuals associated with an organization"[83], [2001, p. 50]. At the comparison with this opinion, J. Veber and his colleagues present that the human resources are "… the employees, the ordinary workers, and the superiors, or the managers, with their knowledge, abilities, energy, attitudes and work behavior"[84], [2001]. The following idea consider with this area more completely: "The human resource are not only an arithmetical summary of number of the employees, the human resource are an uniqueness of every organization in which are expressed parameters of the organization's information flows, the organization culture, the individual art of manage, the systems of motivating, the organizational architecture, etc."[85], [Tomová, Szilágyi, 2005, p. 288]. It is possible to consider also very contributive and correlative opinion of authoress A. Kachaňáková who, in her publication Human resource management, fit-

[83] Barney, J. B.: Looping Inside for Competitive Advantage. Academy of Management Executive. 1995. In: Mathis, R. L. – Jackson, J. H.: Human Resource Management. New York. 1997

[84] Veber, J. a kol.: Management – základy, prosperita, globalizace. Praha. Management Press. 2001

[85] Tomová, A. – Szilágyi, M.: Je možné oceniť hodnotu človeka? In: Zborník medzinárodnej vedeckej konferencie Manažment ľudského potenciálu v podniku. Žilina. EDIS. 2005

tingly presents a stage of the connection of concept of the human resource with concept of the human potential: "If we deal with human resource of the organization, by this way we can understand all human potential. The human potential does not involve only the number and structure of employees, but also such aspects as the education and culture, the human relationships, the ability of cooperation, the perception of social and ecologic factors of environment, etc. The purposeful forming and utilization of the human potential is an assumption of a building and development of the strengths and competitive advantages of the organization"[86], [2003, p. 10]. This opinion, by its content, accents a natural effort/necessity to understand people and their dispositions in a new light, in a light of their potential...

In considered spirit, it is possible to define the **human potential** as an only action condition of the present and future success of the organization. The human potential as a solid and simultaneously a flexible basis of the felt motivation, the acquired knowledge, the used skills, and the work contacts, decides about an effectiveness of present functioning and strategic development of every organization.

It is evident the human potential means an extraordinary important and creative phenomenon. Because of this knowledge, we can understand the human potential of organization in following way: from a matter-of-fact point of view as a *complex system* and as a *dynamical system,* and from a time point of view as a *past, present, and future potential*.

From the **matter-of-fact point of view**, the human potential can be defined as a ***compact and harmonized system*** *involving all employees, experts, and managers of the organization*. Opposite to usually dealt human resource, it is necessary to approach toward all members of the organizational team with respect and ethical using of the newest knowledge of managerial, psychological, sociological, and behavioral sciences. Mentioned idea assumes and requires such approach toward all employees, specialists, and managers of the organization which help achieve a complex and closely reasoned behavior at a higher qualitative level in comparison with a level achieved by only a simply quantitative summary of their professions and performances.

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[86] Kachaňáková, A.: Riadenie ľudských zdrojov. Bratislava. Sprint. 2003

From the ***dynamical point of view,*** the human potential can be defined as an enormous engagement of the motivation, the wisdom, the knowledge, the competences, the abilities, the skills, the efficiency-intellect capacity/potency, the expected and unexpected reactions and ways of a perception and behavior, etc. In this understanding, the human potential presents the unified and unique, living and life-giving, dynamic and dynamism-able strength of the organization. The human potential of organization, like a complex of accumulated positive and negative abilities and characteristics of the employees and managers which are expressed in an organization environment, is an irredeemable and constructive (sometimes even deconstructive) creators of the high performance, the profit, the new values, and the new knowledge. It is the power which, by its cautious utilization and development, can become the permanent, creative, and flexible foundations of the success of the organization.

Both presented viewpoints are mutually complementary to one another. The connection of these meanings gives to people within the organization and their expert-personality dynamics an accent of courage and, at the same time, caution. It put emphasis to the strength of human potential on the one hand, and to its brittleness on the other hand. We can understand the human potential is a strong because the work performance of people with high motivation is in comparison with people with low motivation. They effectively solve the problems which are not successfully solved by other employees. The human potential can be understood as a fragile because of present conditions and demands are exacting and stressing to such degree that an internal motivation of people is often weakened and destroyed. Respecting this knowledge, the organizations necessary must realize a systematical effort in the area of permanent strengthening their members' motivation, and integrate these motivations. It means it is inevitable to continuously strengthen the motivation of all employees of the organization in such ways so that they will fulfil defined organizational vision. In addition, from a point of view of the organization success, it is necessary to intend with the high and systematically improved motivation of really all employees and managers of all categories, professional segments, and levels of the hierarchy of organization.

From the ***time point of view,*** the human potential contents the knowledge, the skills, the abilities, the reactions to impulses, the motiva-

tion, etc. of the individuals and groups viewed in three time dimensions simultaneously and complexly:

a) **A past dimension of human potential** – it means the system of all professional and personality features which the individual has possessed to this time, which he or she has exploited, and/or did not exploit, and which he or she has lowered, or lost.

b) **A present dimension of human potential** – it means the system of all characteristics which the individual utilizes and expresses on the one hand, and which the individual does not use intentionally or involuntarily (from various reasons) on the other hand.

c) **A future dimension of human potential** – it means a possible system/picture of planned development of the past and present characteristics of the individual, including the identification and development of latent abilities and assumptions whereupon the organization task is to effectively exploit these features.

Thereto, the human potential (especially from the time point of view) can be defined as a complex of positive and negative, and also used, non-used, and latent characteristics and competences of every individual and group in the organization. In this intention, it means a great opportunity to the organization, but at the same time, it also means an important obligation which has to be necessary fulfilled carefully. The human potential has to be moved motivationally to the ahead, by day-to-day creation of the convenient conditions, and by realization of the processes of human potential management.

2.2.
Human Potential Management and Development

Contemporary conception presents that the human potential management and development can be defined as *a widespread and internally compound structured complex* of the processes orientated to the adequate influencing and improving human staff within the organizations. It deals with systematically and systemically prepared, constantly improved, mutually harmonized, and precisely realized processes, ac-

tivities, decisions, intentions, and methods those help to build and strengthen motivation, output and efficiency of all individuals and working teams. These strategically, tactically, and operatively formed and realized processes must be always aimed at effective fulfilment of the set vision in an organization, and at possessing of static and dynamic competitive abilities.

The basic ambition of every meaningful system, which manages and develops human potential, is to assure that an organization could totally achieve the fulfilment of its basic economic and social basis by means of the high motivation, the professionalism, and the loyalty of employees and managers. The *economic basis of the organization* is to produce goods or provide services in a certain quality and segments such they are accepted on a relevant business market. It means that an open cooperation with the clients brings an expected financial benefit for an organization. The *social basis of an organization* is to make new values, new knowledge, new relationships, satisfaction, identification, and objectively assessed loyalty of the organization members. It means that everyday effort of people in an organization brings the needed social dimension and self-satisfaction.

Mentioned facts can be developed and enriched by the idea that the implementation of economic and social basis of an organization *does not have to work separate and one-sided without mutual relations*. The more successful is the organization in achieving its economic mission, the more can the social dimension expand and grow. The higher financial benefit of human effort makes a wider space for the higher satisfaction and the new knowledge, the wisdom, or the accent of a learning organization. Vice-versa, more perfect fulfilment of an organization social basis, by means of high motivation, satisfaction, and quality of the relationship, can directly influence an implementation of the economic dimension of an organization (e.g. savings of process expenses, identification and fulfilment of clients' expectations, positive image of an organization, etc.). Evidently, these dimensions must be implemented only together and mutually – economical together with social, or social together with economical – and they build a respectable basis of the strategic competitiveness and success of the organizations.

The fulfilment of economic-social basis of the organizations is necessarily supported by the course and perfect running of marketing, pro-

ductive, financial, logistical, and other professional processes. Each of these professional areas is irreplaceable, has its mission and aim. A correctly implemented human potential management and development leads the representatives and employees of these individual professional areas to a certain ambition, leads them to the required qualification, the innovativeness, the quality, the productivity, the intensity, etc. The consequence of this effort is a strong and rational assumption that these areas will work perfectly. We can express it in a way that *a perfect fulfilment of the mission of human potential management and development predetermines a perfect fulfilment of the production, marketing, financial, developmental, logistical, and service intentions of the organization.*

2.3.
Actual Mission of Human Potential Management and Development

When we take into account the previous ideas, and also the long-term problems those come up in the processes of management of human potential, and even the rejection of an effective output of these activities by several managers, it is essential to set a new mission of the human potential management and development. The aim of human potential mission is *to make human potential management attractive to the managers* of all levels of an organization management so that their communication-motivational effect upon the employees will bring the *changes in required quality of the structure and quality of their complex working behavior,* or to achieve that all managerial activities and their interpersonal skills will find a positive feedback in increased efforts of the employees, and in harmonization of the individual aims of employees with organizational aims.

We can present that implementation of this definition of the mission of contemporary human potential management and development is supported and simultaneously fulfilled through these **five basic tasks or dimension**:

a) Economical-flexible dimension.

b) Motivational-efficient dimension.

c) Development-harmonization dimension.

d) Creative-dynamic dimension.

e) Sustainable-developing dimension.

The economical-flexible dimension of human potential management and development contains a permanent coordination of all existing and also future arrangements of working places with a stable and promptly flexible structure of the employees and managers. The functional content of this dimension tries to define the most exact number, classification, and content of work positions, and their balanced personal occupation by means of a planning human potential and a constant optimization of an organizational structure. It is an effort to make a number and spectrum of work places those will be fully productive, i.e. the employees and managers can fulfil *the economical basis of their activities*. Simultaneously, it is a process of the planning and personnel vacancy filling of a number and a spectrum of work places those can assure the *needed economization, stability, and flexibility* of an organization at the same time.

The motivational-efficient dimension of human potential management and development contains a constant and a demanding (but also a satisfying) motivational effort. Its purpose is to achieve an increase in the motivational level of employees and managers, and effective utilization of their qualification-personal dispositions, skills, abilities, and experiences. In terms of actual knowledge, we can say that the implementation of this dimension is supported by an *applying motivational accent* in all *key processes* of the human potential management and development. It is an effort to implement the individual personal processes in a way they contribute to an increase in inner motivation and productivity of the individuals and groups. As example can serve an appraisal interview with a motivational appeal for the future improvements, an objective connection between the output of appraisal system and rewarding system those cause the sense of fairness and correctness, an application of situational method in creative employees leading, a consequential observance of a psychological contract, a bilateral and an open communication, etc. It is evident that implementation of the motivational-efficient dimension means a connection of *economic and social basis of the employees' and managers' activities simultaneously.*

The development-harmonization dimension of human potential management and development contains a systematic and a constant education and potential development of all organization members. The fulfilment of this mission of the human potential management supposes thorough identification of an actual individual and group competences, and their goal-directed influence, and it directs towards the future organization needs as well as the employees' and managers' satisfaction. It is a development of their professional-personal potential, a development of the interpersonal and communicative skills, the team and motivational skills, the emotional intelligence, a carefully prepared and implemented career growth, a help with achievement of inner satisfaction from work done, a harmonization of individual aspirations and aims with group and organizational aims, etc. The *achievement of originally clear social basis of the personnel processes grows into a harmonic connection with an economic basis, and their mutual cooperation.*

The creative-dynamic dimension of human potential management and development contains a formation of the conditions and space for necessary independence, invention, creativity, innovativeness, and courage of the employees and managers. It is a formation of opportunities and open preconditions for highly qualified and ambitious employees such they can apply new methods and ideas, implement new activities those go beyond the usual work content. A concrete intention of this dimension represents an effort to also use dynamically such competences and skills those were not expressed, or implemented before. The starting point is created by the fact that people as dynamic personalities possess a big potential, and they can be fully satisfied only in conditions where their various possibilities and experience might be applied. Another dynamic factor of their further efforts can be represented by an achievement of the social dimension – an acquired sense of self-fulfilment, or satisfaction from realization of the meta-needs of employees and managers in all professional management levels. It can become a driving force of the future success and organization expansion. *Exceeding of this usual social dimension can become a dynamic impulse to a fulfilment of the economic basis of an organization.*

The sustainable-development dimension of human potential management contents a permanent effort of the organization and its managers to orientate full attention on the future. However, it is important not only the near future, but especially the remote future of the organization

running and existence. The human potential, namely motivation, loyalty, and enthusiasm of the employees and managers, has to lead to the achievement of strong position/conditions in the field of social responsibility, sustentation of economical growth, and care for an environment. In this dimension, it is necessary to prepare and rightly exploit wide spectrum of efficient motivators, e.g. motivation tools and incentives for the identification of every employee with these key objectives of the organization. We can present that *only the connection of all previous dimensions of the mission of human potential management (economical-flexible, motivational-efficient, development-harmonization, creative-dynamic) with this dimension (sustainable-development) can be understood as a strategic pillar of next increasing in all parameters and outputs of the organization*.

The new definition of mission of the human potential management and development, in particular the presentation of its creative-dynamic dimension, attempts to react to contemporary situation in the filed of work with people potential. It comes out from a number of opinions and dissatisfaction of many employees and managers. Its purpose is to direct existing systems of the work with human potential to a higher proactivity, flexibility, dynamics, and permanent increase in an efficiency of all creative efforts.

People and their potential are a living and a value making force. When conditions for a meaningful using and development of their abilities are formed, the more stable basis of strategically required success of every organization will be made. Organizations will be able to build themselves by means of judicious and correct approach toward its employees and managers such an organizational team can use all accessible opportunities, and create the new ones at the same time.

3.
MOTIVATION AND MOTIVATING
EMPLOYEES AND MANAGERS

The quality of function and the success of whichever of organization type (productive or non-productive) are influenced by a lot of factors. It is possible to include to these factors for example: an ability to permanently innovate and increase the quality of outputs of the organization, a flexibility of reactions to impulses from customers and partners, an ability to strongly influence a close and a wide environment of the organization, an effectiveness and efficiency of all realized processes, a consistency and a non-compromise approach to achievement of desirable results of every started effort, etc. However, the motivation and enthusiasm of employees and managers surely are the most prime and the most important factors those are determining organizational successful. The motivation and motivating could be understood as the most key dominancy of every organizational system of the human potential management and development. Just the motivation is unique and specific in such sense that it is a necessary instigation for the achievement of high level of all previous attributes of success of the organization (innovations, flexibility, etc.).

3.1.
Identification of the Motivation

In spite of knowledge that all individuals, or groups are characteristic by a certain motivation, the defining of a motivation is not easy at all. For example, American authors S. P. Robbins and M. Coulter present that the motivation is a willingness to take considerable pains to achieve organizational objectives. This willingness is assumed by satisfying individual's needs concurrently. Three elements are important in this re-

gard: an effort, objectives of the organization, and its needs[87] [2004, p. 390]. Another authors present that the motivation means all inner driving powers of the individual, for example his/her desires, effort, etc. It is an inner state of human soul which initiates him/her, or sets him/her in the motion[88] [Berelson, Steiner, 1964, p. 239]. J. Arnold with his colleagues define motivation in following way: "Motivation concerns such matters those influence people and instigate them in making the decisions about, what to do, how strongly to take pains, and how long to take pains. But it is not the only factor which influences work performance – for example, the abilities, the quality of equipments, and the coordination of team members can be added to them,"[89] [2007, p. 303].

According to Czech author M. Nakonečný, the motivation is an intra-psychical inner process of the creation of incentives to behavior which can arise from internal and external sources[90] [2005, p. 122]. Other Czech authors define the motivation as a system of the factors those constitute inner driving powers of activity of man. These powers direct man's recognition, experience, and actions. They can be understood as dynamical tendencies of the personality[91] [Provazník, 2007, p. 303]. It is suitable to also supplement the opinion of Slovak authoress A. Grenčíková who introduces that the motivation is a complicated concept with physiological, biological, economical, psychological, sociological, and other expressions[92] [2006, p. 128].

Generally, it is possible to define the motivation in many ways. On the basis of contemporary theoretical-pragmatic knowledge, it is convenient **to define the motivation in following four suggested points of view:**

- A point of view of the characterization of the motives profile.
- A point of view of the intensification of motivation.

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[87] Robbins, S. P. – Coulter, M.: Management. Praha. Grada. 2004
[88] Berelson, B. – Steiner, C.: Human Behavior: An Inventory of Scientific Findings. New York. Harcourt Brace Jovanovich. 1964
[89] Arnold, J. a kol.: Psychologie práce pro manažery a personalisty. Brno. Computer Press. 2007
[90] Nakonečný, M.: Sociální psychologie organizace. Praha. Grada. 2005
[91] Provazník, V. a kol.: Psychologie pro ekonomy a manažery. Praha. Grada. 2002
[92] Grenčíková, A.: Personálny manažment. Druhé, rozšírené vydanie. Trenčín. Trenčianska univerzita A. Dubčeka. 2006

- A point of view of the structure of motivation.
- A point of view of the (preliminary) determination of motivation.

1. Within the framework of **characterizing way**, the motivation contents a profile of motives of every individual – it is possible to add to this profile for example: the needs, the interests, the ideals, and the values in sense of primary motivational categories those are felt by the individual in his/her intra-psychical feeling, and also the priorities, the goals, the yearnings, the aspirations, the ambitions, the expectations, the metes, etc. in sense of secondary (intentional) categories those the individual denominates.

2. From a point of view of the intensification it is possible to understood the motivation as a phenomenon which determinates to what level (how strongly, how intensively) the individual will be devote to achievement of the felt needs, or the defined goals – the motivation determines a strength of an enthusiasm which the individual devotes, or will devote to the achievement of intentions and expectations.

3. From a point of view of the structure (orientation) of motivation it is possible to consider that every individual inside him/her feels and experiences a lot of motivations. For example: a motivation to work, a motivation to achievement of life mission, a motivation to playfulness and pleasant experiences, a motivation to full realization of family relations (married, parental, sibling), etc. Each of these motivations has probably their own structure, own branching. In the area of strengthening quality of the engagement of organization, the most important is the ***motivation to work***. J. Výrost and I. Slaměník present that the motivation to work is a phenomenon which exists in exacting relations of the internal and external environments, in the complex of mutually dependent, self-conditioning, and changing factors[93] [1998, p. 51]. So, in its matter of fact, the motivation means a willingness to engage in the processes those are expected by organization from the employee or the manager, it means the enthusiasm with which the individual devotes to all aspects of total work performance, and to its permanent development. Because the total work performance does not mean only a realiza-

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[93] Výrost, J. – Slaměník, I.: Aplikovaná sociální psychologie I. Praha. Portál. 1998

tion of work in the sense of simple quality and quantity of the work outputs, it is possible ***to structure the motivation*** in following way:

a) A motivation to such realization of work that will achieve expected parameters of the quality (motivation to the quality work).

b) A motivation to such realization of the work that will achieve expected parameters of the quantity (motivation to wished quantity of work).

c) A motivation to the creativity, the invention, the permanent improving work, and the processes (motivation to organizational development).

d) A motivation to the development of own competences, skills, abilities (motivation to the development of own potential).

e) A motivation to the cooperation with colleagues on such level and in such forms those will be satisfying for all partners (motivation to the cooperation and collectivity).

f) A motivation to the cooperation with superior (manager) in such way the result of whole working team could be supported (motivation to the co-responsibility).

g) A motivation to the realization of managerial functions – in the case of managers, it is needed to have an ambition, a willingness, and a competence to influence the processes and other colleagues (motivation to the management).

h) A motivation to the instigating and inspire oneself, and especially inspire the others in organization (motivation to the motivating).

i) A motivation to the identification of individual goals of employee with the objectives of organization (motivation to the harmonization).

An important component of the motivation of managers is *the motivation to manage*. This concept had been created by Miller (1964), whereupon he believed that the level of managerial motivation expressively had influenced an economical successful of the organization. Miner and Smith include to the basic elements of motivation to manage following: the yearning to reach demands of managerial role in the sense of positive relations with subordinates; the yearning to participate

in competition in any games and sports, and also in the activities connected with work; the yearning to behave in active and assertive manner; the yearning to tell others what they must to do, and to use sanctions in the influencing others; the yearning to occupy a position of unique and high-marked character; the yearning to master demands of the managerial role[94] [In: Arnold, 2007, p. 311]. These ideas testify that the motivation to manage may expressively regulate behavior of many individuals within the organization – but it is necessary to realize this type of managers' motivation in such way it will be always ethical, tactful, pro-active, and namely also satisfying for the employee and for the manager. From a point of view of the success of organization, it is equally important also the motivation to motivating – it can inspire, instigate, and value the behavior of all in organization. It is the most basic resource of an effort and profit of the organization.

It is necessary to present that all types of motivation to work are characteristic by a ***different intensity and insisting***, accordingly to concrete phase of life of the employee, or the manager. Analogous idea is presented for example by D. C. McClelland. According to him, the intensity of motivations to success, to power, or to good relations with others changes during the life of manager[95] [McClelland, Winter, 1969]. Transferring this notion to defined spectrum of work motivation, it is possible to present that the individual is more oriented to the achievement satisfaction from the quality work in one phase of life, to satisfaction from the quantity in other phase, to success in development of own potential in further phase, etc. Thereto is very important to harmonize different motivations, strengthen intensity of these motivations, namely by using of convenient motivational approaches. Exploited motivating approaches must be *differenced* in a dependency on concrete intention of the motivation, actual possibilities, limits, and dispositions of the organization, the motivators, and the motivated objects, on urgency to intervene in intra-motivational and inter-motivational processes, etc.

4. From a point of view of the process of determination it is possible the motivation understood as a system of the ways, the principles,

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[94] Arnold, J. a kol.: Psychologie práce pro manažery a personalisty. Brno. Computer Press. 2007

[95] McClelland, D. C. – Winter, D. C.: Motivating Economic Achievement. New York. 1969

the habits those an individual uses in setting his/her goals, priorities, and basic directions of his/her present and future effort, and also as a complex of inborn, or acquired (learned) manners of reactions to heterogeneous instigations and situations, and also as a system of relationships and attitudes to oneself, to other individuals, or groups, to organization, to a responsibility, to own development, etc. Really, it is the process of an upcoming determination of the actual and potential shape of motivational basis of this individual – it is possessed and uniquely characteristic just for this individual.

It is convenient to supplement that only *the connection of all four types of presented points of view* makes possible to understand the phenomenon of motivation in all its complexity and depth. Only in this way it will be possible to strong-mindedly harmonize motivation of the individuals with motivation of the organization.

3.2.
Identification of the Motivating

Generally, it is possible to mention that the motivation represents a *multilayered initiatory, identification, intensification, realisation, and cognitive complex,* and at the same time also a process of creation a complicated human readiness to the life, the work, and the relation with environment.

On the basis of knowledge that the quality of motivation of human potential principally determines the quality of organizational engagement, the motivation of the individuals and groups is characteristic by its own positives and limitations. The positives include that the individuals and groups with high motivation are able to work more effectively, with a higher inventiveness, a higher responsibility in comparison with the individuals and groups with low motivation. But there can be included to the limitations that however the motivation is high, it is permanently confronted and lessened by too high demands of the contemporary environment, by too high measure of the stress, and the conflicts, by the working and interpersonal failures, etc.

From this reason, it is necessary to increase the motivation within organization, and orientate it to right direction (to the achievement of vi-

sion and objectives).This intentional process can be called as a **motivating**. Thus, the motivating is an intentional, a permanent, a think-relational process, the goal of which consists in the creation of convenient conditions and the utilization of convenient motivational approaches, tools, events, and arrangements in such way the quality and value of individual effort can increase. Afterwards, the value of outputs and parameters of the organization will increase also.

To use the motivation effort, i.e. motivate someone, means "... provide (someone) with a reason for doing something"[96], [Soanes, Stevenson, 2003, p. 1145]. J. Dědina and J. Odcházel present that motivating can be understood as a knowing and a decision-making process with help of which the behavior is called up, directed, and adjusted towards the achievement of concrete goal[97] [2007, p. 66]. According to M. Armstrong and T. Stephens: "In principle, to motivate people means a getting them to the move in such direction in which it is desirable to move them with the intention of some result mastering. Well motivated people are people those have clearly defined goals, people those take action from which they can expect a fulfilment of these goals. Those people can be internally motivated, motivated by themselves ones. And if it means that they want to move them in right direction towards the goal achievement, then it will be the best shape of the motivation,"[98] [2008, p. 70].

The motivating in sense of an intentional process means that "… in situation when man knows that the conditions for satisfying his needs, the application of his interests, the exploitation of his habits, the fulfilment of his ideals, etc. are created, he shows an *effort to fulfil requires of one who creates these conditions* (e.g. manager, organization, social system). At the same time man is willing also accept some unfavourable factors those are connected with mastering given requirements. It means if the individual is rightly motivated, he will be satisfied from work also in case of unfavourable working conditions to certain measure… The influencing motivation of the individual in work means an influencing his

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[96] Soanes, C. – Stevenson, A.: Oxford Dictionary of English. Oxford. Oxford University Press. 2003

[97] Dědina, J. – Odcházel, J.: Management a moderní organizování firmy. Praha. Grada. 2007

[98] Armstrong, M. – Stephens, T.: Management a leadership. Praha. Grada. 2008

working willingness. The working willingness is expressed in character of the individual's relation to work at the general meaning. This relation shows how the individual assesses professional activity done, what position takes work in his live, in his thinking, and his living,"[99] [Bedrnová, Velehradský, 1980, p. 61]. It means the motivation activates man to achieve a goal, overcome difficulties those are standing in opposite of this effort, and it also contributes to the forming of attitudes towards these goals and ways of their achievement, etc.

According to J. Khol, to motivate someone means to influence him/her with an intention to change his/her action[100] [1976, p. 119]. It means to act upon inner motivation structures of the employee, or the manager, behavior of who it is necessary, or sufficiently to change, from outside with using some instigation. These motivating instigations are marked as incentives. Some incentives become a motivating only in some inner conditions of subject which is a topic of this activity. These inner conditions of effective action of various motivating incentives are named variously, for example: the needs, the instigations, the motives, etc. Thereto M. Nakonečný mentions that there exists an interactional dependency between the motivating and the motivation: the motivating may be successful only in an assumption that it has functional relation to more persistent and actual motives of subject that is its matter[101] [1992, p. 13].

This author in his publication also presents that *the motivating means a process of motivation which is caused by external tools.* But at the same time he presents that the motivating need not always concern a change of behavior totally but a change of its motivation that determines the direction (goal), the intensity, and the lasting of activity. He supplements also that the goal to influence these basic components of the human motivation should consist in the creation and exploitation of motivators in desirable way[102] [1992, p. 16]:

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[99] Bedrnová, E. – Velehradský, A.: Marxistická psychologie v řízení sociálních procesů. Pardubice. 1980

[100] Khol, J.: Člověk v systému řízení. Praha. Státní pedagogické nakladatelství. 1976

[101] Nakonečný, M.: Motivace pracovního jednání a její řízení. Praha. Management Press. 1992

[102] Nakonečný, M.: Motivace pracovního jednání a její řízení. Praha. Management Press. 1992

a) ***To create desirable direction of the motivation***, i.e. as narrow as possible integration of the individual, his identification with working task.

b) ***To create desirable intensity of the motivation***, i.e. incentive which should not stay only a simple wish, but it should be moved to the action, thus, it should be motivationally strong in such degree it can start directed action. It means to create such motivation intensity which causes that the effort of motivated subject to achieve working tasks, respective quality work connected with this effort, will be permanent.

So, to motivate someone means to direct the individual to fulfilment of the concrete goal, what means to enable him/her to *achieve some concluding reaction* which is usually expressed in some finishing feeling (saturation, relief, certainty, proud, etc.).

Mentioned above opinions can be supplemented by an idea of German author H. H. Hintergruber who presents that the system of organizational motivators are created within the framework of strategies of organizations[103] [1984, p. 337]. These strategies include managed motivational impulses those are created, and those are functioning in a narrow relation especially with the style of leadership and with the creation of organizational climate, the operational innovations, and the other aspects of organizational activity. It means that if some change is implemented inside the organization, there must be necessary considered also the possible changes in system, contents, and forms of organizational motivation tools, because changes enable to cause an uncertainty of the employee, and various other events which endanger existing working standards.

In the effort to as deeply and thoroughly as possible define motivation and motivating, it is convenient to present also this opinion of J. Moulis: "… unfortunately, a motivating is not omnipotent,"[104] [1982, p. 13]. Author considers with ***three situation factors*** which moderate motivating influences of the manager: a character of the task, a formal authority, and a social climate of the working group, or team. In this sense, the motivating is a multiply determined process – from a point of view

[103] Hintergruber, H. H.: Strategische Unternehmungsführung. Berlin. 1984
[104] Moulis, J.: Efektivní motivování pracovníků. Praha. 1982

of the management of working motivation through motivators, it means that every concrete tool of motivating has its own specific influence, with respect for internal psychical structures of the motivated individual, and with respect for the complex of his/her external life conditions those create not only his/her working environments but for example also the family background, etc., i.e. total life conditions.

Generalizing all previous opinions, it is possible to state an art of motivate means to create (inside the subordinate co-workers and colleagues) an interest, an enthusiasm, and a willingness to engage in processes and activities those will contribute to the fulfilment of vision, mission, and objectives of the organization, and at the same time, goals and aspirations of themselves. It consists in harmonized connection of the individual will and effort of the employees with the will and needs of the organizational department, all organization, and its relevant surroundings. This harmonized connection is a consequence of ***purposeful action of the managers, the human potential experts, the employees, and the other people***.

It means that a lot of **subjects** can motivate others, respectively can realize the motivational effort. ***Inside the environment of organization,*** the subjects of motivating can involve for example: the managers, the human potential experts, the subordinates, the co-workers, the colleagues from other parts (departments, divisions) of organization, the suppliers, the customers, the partners of organization, the competitors, the employees of state administration, or banks, etc. It mustn't be forgotten that *the individual* himself/herself is a primary subject of motivating (self-motivating). Thereto, every individual strives to not only evaluate and search his/her motivation, but also he/she strives to strengthen and pre-define his/her motivation on cognitive basis. ***In general environment***, the subjects of motivating can involve for example: the life partners, the parents, the children, the siblings, the friends, the acquaintances, people accidentally met, and the individuals from the past with important motivational or de-motivational influence. In this area, it is possible to commemorate an existence of *"an effect of parable"* – the subjects of motivating can influence upon the motivated objects also indirectly; the motivating with using this effect runs as collateral (non-intentional) influence in the sense of an effort of the individual to acquire key qualities and peculiarities of the other individuals (the most often of superior, clever colleague, or celebrity).

The mentioned subjects can expressively influence the dynamics of motivation, but also the dynamics of motivational processes, it means the **dynamics of motivating**. A personality and also a motivation of every individual (similarly as it presented in the part about human potential) are a *connection – continual intersection – of following three time dimensions*:

-   A past dimension.
-   A present dimension.
-   A future dimension.

The character of **past motivation** is surely dynamically influenced by a lot of the influences. For example: the marked events, or the important aspects of (work) life of the individual and organization to this time, the remembrances (positive, awkward, shameful, intimidating), the past wishes and expectations (come true, or not), the effort of avoiding non-wished realities, the achieved feeling of past satisfaction, etc. The past motivation forms a **present motivation** which is almost characteristic by a certain change of importance perception of the past preferences, and by a transformation of the past motives to the actual needs and ambitions of the individual. At the same time, the present shape and intensity of motivation are a basis of the **future motivation**. It will be transformed in the course of time, as a cognitively-action system of all past, actual, and to this time non-achieved (but wished) motivational preferences.

It is necessary to mention that an influence of all organizational and out-of-organizational motivating subjects upon the dynamics and also the result of motivating may be positive, retarding, or blocking. Several influences can be conveniently intensifying (developing motivation), the others can retard a growth of the motivation, or the others can even brake on motivational progress, they can hinder in more effective transfer of the past and present level of motivation to the future, higher motivation. Thereto it is permanently needed to re-evaluate the quality and action effects of all subjects, especially by a direct and an indirect feedback (interview with motivated objects and subjects, observation of running of motivational processes, efficiency of motivators, changes of level of total work performance and work output, etc.).

3.3.
Relations of the Motivation and Motivating

As flows from previous text, the ***motivation and motivating are mutually dependent phenomena***. The character, the intensity, the structure, and the ways of determination of motivation components decide about, to what measure the individual will be willing and successful in motivating himself, and also in motivating other members of the organization. At the same time, the quality and efficiency of motivating oneself and the others decide in great measure about the character, the intensity, the structure, and the ways of motivation determination. These mutual relations are illustrated on proposed graphical model (Figure 1).
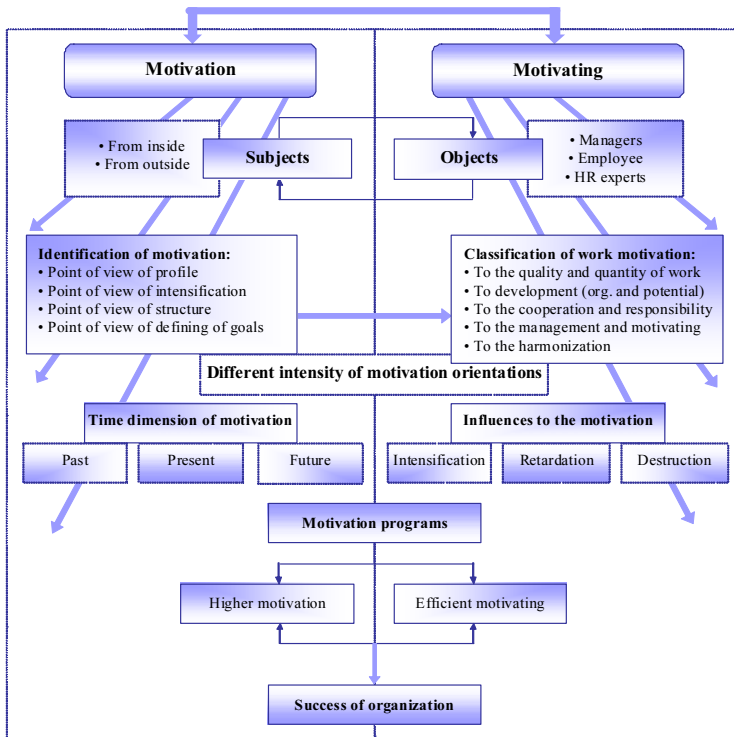
Figure 1: **Model of the relations of motivation and motivating**

The key components of model of motivational relations are following:

- The internal dynamics of motivation (point of view of the profile, the intensification, the structure, and the defining goals of motivation).
- The structure of motivation (to the work, to the playfulness, to the life mission, to the family relationship).
- The structure of work motivation (motivation to the quality and quantity of work, to the development, to the collectivity, to the co-responsibility, to the management, to the harmonization).
- The dynamics of intensity of heterogeneous orientations of the motivation (the changes according to the phases of life).
- The time dynamics of motivation (past, present, future).
- The cognitive dynamics of motivation (the resonance of satisfaction and the failures).
- The matter of fact of motivating (the necessity of intentional influence upon the motivation).
- The subjects of motivating (from the organizational environment, from the other environments).
- The objects of motivating (the managers, the human potential experts, the employees).
- The dynamics of subjects' influence upon the motivation (the intensification, the retardation, the braking on progress – the destruction of motivation).
- The relation of motivation to the efficiency of motivating + the relation of motivating to the motivation,
- The consequence of motivational effort (the higher success of organization).

It can be mentioned the running of motivational processes and the level of the individuals' and groups' motivation are influenced by many other factors (labor market, life level, new trends in management and motivating, philosophy and culture of organization, psychological contract, etc.). It is paradoxical that there must be included a *level of motivational and communicational skills* of participants in motivational processes to the most important elements, it means, participants' ***ability***

to efficiently motivate themselves and the others, and also their ability to be motivated by the others.

Considering theme of the motivation and motivating human potential, it flows from the presented model that several collateral relations and dynamics exist in it. These relations and dynamics are mutually and permanently intensifying in their action. It is possible to mention an idea that the quality of motivation of the employees and managers, and the intentional strengthening, and the right directing of motivation by effectively realized processes of motivating create a **continuous dynamical progress of dependent and mutually supported motivational effort**. The increasing in quality of the strategic competition ability, the image, the efficiency, and the profit of organization can be achieved as a result of the positive motivational approach: result of the exploitation of convenient motivation tools and events, of the harmonization of action-motivational tendencies, and of the elimination of de-motivational elements and barriers of successful motivating.

3.4.
Identification of Motives of Human Activity

When organizing the work of their subordinates, managers must decide who should perform one or another task as well as when and how it should be done. By making the best decisions in terms of coordinating and managing the actions of different employees a manager can expect that the goals to which certain tasks were appointed will in fact be met. However, practice shows that, in real life, not every decision coming from above, be it communicated verbally or in writing, is equally well implemented[105] [Mescon, Albert, Chedouri, 1997]. This can happen for a variety of reasons. To name one example, many a manager doesn't have the ability to efficiently pursue goals, which comes from failure to understand what needs and what motives drive employees to carry out assigned tasks.

Failure to consider that employee personal needs and motives in today's human resource management can have negative consequences for

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[105] Mescon, M. – Albert, M. – Chedouri, F.: Osnovy menedzmenta. Moskva. Delo. 1997

the entire organization, making it likely that managers for whom this holds true will have a hard time driving their employees to produce efficient and quality work output, which are requisite conditions for attaining organizational goals.

In its general sense, the concept of needs is understood as an individual's inner state, which manifests through a certain tension and arises when something is lacking. A person's needs, therefore, spur the desire to fulfil them, thus causing one to act on them[106] [Neverauskas, Rastenis, 2001]. The direction or purposes of behavior are measures individuals use to fulfil one or more needs. The term 'fulfilment of needs' means a person's positive fulfilment and sense of wellbeing. Getting a promotion, a raise, completing a project, getting acknowledged by colleagues are all examples of how one's needs may be fulfilled. Many experts feel that once a need is fulfilled, the motive that drove an individual to fulfil it no longer exists (until a new deficit arises). It is also widely acknowledged that while a person may not have a consciously expressed need for something, there are some (like, say, ecologically clean food, etc.) that individuals may feel at all times[107] [Neverauskas, Rastenis, 2001]. Perhaps it is because of the constant desire to feel certain needs that we could agree with the opinion that needs are "are an objective necessity that demands the livelihood and development of an individual organism,"[108] [Lukaševičius, Martinkus, 2002].

Every individual's behavior is determined by certain factors. While a person's mobility in itself doesn't require any cause – i.e. motive – mobility in a particular direction requires motivated behavior. Many examples could be provided to illustrate this point, thus Harvard professor and motivation specialist David McClelland's conclusion that the fact of an action that was carried out doesn't in itself point to there being a motive behind it[109] [1987]. It is precisely a person's interest, drawn on their intentions to periodically or constantly work towards one or another di-

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[106] Neverauskas, B. – Rastenis, J.: Vadybos pagrindai. Mokomoji knyga. Kaunas. Technologija. 2001

[107] Neverauskas, B. – Rastenis, J.: Vadybos pagrindai. Mokomoji knyga. Kaunas. Technologija. 2001

[108] Lukaševičius, K. – Martinkus, B.: Verslo vadyba. Kaunas. Technologija. 2002

[109] McClelland, D. C.: Human Motivation. Cambridge. Cambridge University Press. 1987

rection that best explains the reasons – motives – behind their actions.[110] Work motives arise only when work becomes the core (or even sole) condition for a person to attain their personal goals, becoming the driving force that leads people to direct efforts towards one or another task.

The motives are elements of the personality those instigate the activity of man to the achievement of definite goal. There is a very interesting definition which presents that the motive is an inner factor of the process the goal of which is to achieve any type of satisfaction, i.e. the state that has got any psychical importance of pleasant experience for the subject, in the form of concluding reaction. The motive is not any external object, or any type of instrumental behavior, but it is an inner state of any satisfaction[111] [Nakonečný, 2005, p. 62].

The motives can be considered as a **"motor" of the human action**. The motives are also (similarly as the motivation) the driving powers of the personality of man, these ones express psychological causes, or reasons of behavior of the considered individual, and these ones give an exact and a certain psychological meaning to his/her behavior[112] [Kowalczuk, 1973]. Just the knowing human behavior motives determines in great measure a necessity so that the top management of organization, all managers, human potential experts, and other employees can approach to the motivation and to its influencing with desirable respect. The respect for the motives of human behavior and precise application of the acquired psychological-sociological and behavioral knowledge enable to efficiently motivationally influence upon the team of organization, and inflame all members of the organizational team to more creative, idea-full, effectual, and quality utilization of the work-personality potential of organization.

Also A. Kachaňáková enriches a theme about the motives in a de-

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[110] The term motive, derived from Latin 'moveo' (to stir, set in motion), explains the reason behind an individual's movement toward a wanted material or spiritual object. Psychologists describe it as an individual's specific experience which can manifest in positive (when a desired object is attained) or negative (not attained) emotions (behavior). This is in line with psychologist Kate Keenan's observation that not having a motive is akin to a toothache insofar as it is not life-threatening, but nonetheless debilitating [Keenan, K.: The Management Guide to Motivating. Copyright©Oval Projects. 1999].

[111] Nakonečný, M.: Sociální psychologie organizace. Praha. Grada. 2005

[112] Kowalczuk, R.: Psychológia v práci s ľuďmi. Bratislava. Práca. 1973

veloping way. She presents that an influence of the motive lasts as long as its goal is not achieved whereby this goal is expressed in satisfaction of the man. Sometimes, it can be concerned a long-term motive, respective, a higher number of the motives with various intensity and direction of the action can act on man. The motivated action can take various forms also from a view of concrete situation the individual stays in[113] [2003, p. 155].

There is a further very interesting opinion of J. Bulák: "The motives to activity don't have an elementary but a *structural character*. The work brings to human many consequences – the wages, the friendly relationships, the understanding of his/her capacity, etc. – and all obtain a motivational efficiency to the work. The motives instigated by work, and the motives instigating work connect one another with the basic motivational tendencies into motivational structures which are (in their content and functional arrangement) very plastic in accordance with the interaction of human and working environment. The working motives in these structures are characteristic by a mutual intertwinement which is either functional (they are in position of the means and goals), or contentual whereupon the identical motive has more meanings for man (for example, the bonus has material importance but also it is an expression of the social evaluation). Human's work is not influenced only by one motive, thereto also the motivating to work by only one motive cannot instigate efficiency work,"[114] [1980, p. 32].

Needs are usually considered *as the strongest motive* of human behavior, and they are a resource of the internal impulses. The needs together with **interests, values, and ideals** create structural framework of the motivation of human. *The need* can be understood as a lack, or (on the contrary) as a surplus of any magnitudes, activities, feelings, objects, statuses, etc. According to Z. Brodský, the needs, in their matter of fact, are experienced lacks of something, (even if they are non-recognized), whereupon they have a subjective importance for dealt man[115] [2004, p.

[113] Kachaňáková, A.: Riadenie ľudských zdrojov – ľudský faktor a úspešnosť podniku. Bratislava. Sprint. 2003
[114] Bulák, J.: Motivácia k práci a riadenie. Bratislava. Práca. 1980
[115] Brodský, Z.: Comparison of Management Motivation in Public Administration and Enterprises. In: Zborník medzinárodnej konferencie Manažment ľudského potenciálu v podniku. Zvolen. Vydavateľstvo Technickej univerzity vo Zvolene. 2004

285]. Apart from latent needs, we must consider with the factors those are recognized by the individual, namely (in dependency on his/her intellect level) almost in full degree of their consequence.

The interests mean all hobbies and pastimes which the individual makes with an enthusiasm, and which he/she finds a deep satisfaction from. *The ideal* can be understood as any mete, vision, or any social position, or any complex of personality competences, etc. those the individual wants to acquire, those he yearn for, or those he wants with certainty to avoid and block them, according his/her own available possibilities.

All sufficiently strong needs, interests, or ideals call up inside the individual a tendency to act in a certain direction, and they instigate him/her to the activities the goals of which represent a satisfying these instigations.

In an identification of the basic categories from an another point of view, it is possible to mention also an opinion of V. Kovačič who presents that, in the motivating employees and managers, there are important following **three components of motivational process**[116] [1985, p. 28 – 31]:

a) *Human needs as a dynamical and driving component,* characterized by restlessness, vigor, movement.
b) *Attitudes and interests as a directional component,* characterized by regulation and content of behavior, and directionality of activity.
c) *Decision making and aspiration efforts as a final (finishing) component,* characterized by aspirations, will to act, and by effort to achieve the defined aim.

In the area of motivation and motivating, it is very important to concern also ***types of the motives***. The types of motives point out a concrete content, i.e. a concrete satisfaction which can be achieved by a concrete motivational behavior of the individual (for example: certainty, safety, etc.). These types can be classified in following way:

a) *Physiological motives* which express the needs of organism from a biological point of view, for example a need for food, movement, rest, etc.

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[116] Kovačič, V.: Psychológia pre vedúceho. Bratislava. Obzor. 1985

b) *Social-psychological motives* which express the needs of the individual understood as a social, a thinking, and an yearning being, for example: a need for performance, friendship, acceptation by the others, self-realization, harmony, etc.

It is necessary to state that the working action is motivated by different motives in case of different individuals, and it is usually understood as a partial goal (for example: an acquirement of the financial and other means), so as a ***means of achievement of the final goals*** (for example: an achievement of the higher social position). The work is usually a means but its results can bring a lot of various satisfactions (from the performance, from the recognition of competency, etc.). An action always leads one to a certain form of inner fulfilment, and thereto also the goal of motivated action leads to a pleasant experience that is generally called as satisfaction, but that may be strongly differenced in its content [117] [Nakonečný, 1992, p. 9].

Understanding of motives behind different types of activity can be helpful to determine why people behave differently in similar work situations.

First of all, management experts agree that work motives can manifest either consciously or subconsciously. A person can consciously and publicly act in pursuit of recognition, more responsibility, a promotion, etc, however, the true reasons behind such activity may often be hidden and manifest subconsciously.

There can be a number various motives behind an employee's marked focus on communication with colleagues, namely the desire to influence and be influenced, trust, boredom, joy, habit and others. The provided example illustrates that a person's behavior can be affected by more than just one motive, some of which drive a specific type of behavior. Moreover, it should be noted that when a person understands the motives behind their behavior, we're dealing with their conscious intentions to act. On the contrary, when people are unaware of their motives, they're driven by subconsciously expressed intentions, which usually manifest in obscure desires and such that a person usually cannot properly explain. This leads us to agree with motivation experts who argue

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[117] Nakonečný, M.: Motivace pracovního jednání a její řízení. Praha. Management Press. 1992

that work motives are rarely visible, and can be determined only through a person's actions and behavior[118],[119],[120],[121] [McClelland, 1987; Neverauskas, Rastenis, 2001; Sakalas, 2003; Stasiak-Betlejewska, Rosak-Szyrocka, 2009].

Secondly, when analyzing an employee's work motives, a manager will never see the big picture if they fail to consider the value system component. The thing is that people coming from different cultural backgrounds have a different take on work processes and communication. We could agree that, say, the desire to achieve something is universal, however this desire would manifest differently in different cultures. While the absolute majority of Americans are driven by personal achievements, a considerable portion of the Lithuanian population is driven by the prospect of belonging to a team, which remains one of their core values in terms of work[122] [Sakalas, 2003].

A work motive, therefore, is the reason behind an action, which arises from a person's desire to fulfil needs and interests connected with their work environment and to realize their expectations, values, goals, etc.

Work motives can be analyzed from the structural point of view, which considers the following factors:

- Well-being, which warrants that respective needs will be met.
- Work-related activity, requisite for achieving the well-being.
- Material or moral resources necessary for carrying out the activity.

An individual's needs have ***the tendency to develop, change, become stronger or weaker,*** etc., which, in turn, works to change a person's motives to act in one or another direction. This leaves managers at every level faced with the objective to determine in their day-to-day ac-

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[118] McClelland, D. C.: Human Motivation. Cambridge. Cambridge University Press. 1987

[119] Neverauskas, B. – Rastenis, J.: Vadybos pagrindai. Mokomoji knyga. Kaunas. Technologija. 2001

[120] Sakalas, A.: Personalo vadyba. Vilnius. Margi raštai. 2003

[121] Stasiak-Betlejewska, R. – Rosak-Szyrocka, J.: The Human Resources Model and Quality Management in a Bank on the Example of Bank in Poland. In: Human Resource Management and Ergonomics 2/2009, Vol. 3, pp. 6 – 13

[122] Sakalas, A.: Personalo vadyba. Vilnius. Margi raštai. 2003

tivity what motives have an impact on employee behavior and, accordingly, steer work efforts towards implementation of the tasks at hand.[123] When an employee receives a sufficient reward for a task performed, they feel that their primary aims are satisfied. Full or at least sufficient realization of one's needs changes the priorities in terms of motivation to act in one way or another, with previous motives making way for new ones, and thus the cycle continues. Available opportunities for an individual to realize their work motives can therefore act as a core motivating factor.

The society's (community's) capacity for offering an individual a "package" of motives that corresponds to their needs has a major impact on how motives come about. Individuals, in turn, seek to find in their work the possibility to achieve individual goals with the least possible effort. Below is a list of work motives oftentimes listed in literary sources as relevant in today's managerial environment:

- Satisfaction with the workplace.
- Implementation of measures established under a social security and integration scheme.
- The possibility of having a flexible work schedule.
- Self-identification with an assigned work task.
- Focus on improving the cost-benefit relationship, determination to take risks.
- Behaviour oriented at co-operation and constructive collaboration.
- Application of social responsibility norms with regards to co-workers.
- Interest in information relevant to the company.
- The possibility of getting informed about company affairs.

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[123] Here it may well fit to mention Terence R. Mitchell and James R. Larson's proposal that it is up to managers to know what one or another employee prefers in terms of rewards and why some of their employees don't care to work with others. These authors feel that a manager must recognise different motives that drive individuals in order to be effective about motivating their staff [Maslow, A. H.: Motivation and Personality. New York. Harper & Row Publishers. 1954].

- Understanding of company goals and an approval of those goals, a focus on the future.
- Integration into company affairs, delegation of responsibility, self-control.
- Possibilities to carry out creative and innovative activity.
- Conditions for improving one's professional skills.
- Involvement in the decision-making process.
- Professional mobility and suitable advancement possibilities.[124]

Generally, we could analyze how different classifications of motivators that drive human behavior came to be from a different approach. For example, one of the first attempts to understand and describe the nature of motives was authored by psychologist William McDougall, who back in 1932 said that certain propensities of human behavior were inherited, naming among these instincts for food seeking, mating, escape, curiosity, parental, primitive passive sympathy, gregariousness, acquisitive, etc. However, Henry Murray was the first to provide a systemized list of motives, which he included in a 1938 publication "Explorations in Personality". The author in his book distinguished over 20 different motives and went on to say that environmental factors determine how motives get distributed and thus impact our behavior (see Annex 6). Exploring human needs and motives, Murray usually applied a tool of his own design, the Thematic Apperception Test (TAT), which allowed making conclusions on what motives are at play when it comes to a specific individual. Despite of his notable contribution to the development of the concept of motivation processes, Murray's concept was met with criticism, as all his subjects were male and had a high IQ.[125] Annex 4 in

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[124] As it is plain to see, the provided list is not finite, but even if so, it well illustrates the path taken by the contemporary society over the past two centuries in terms of the "package" of motivators applied in work settings (see examples in Annex 1 and 2). A comparison of the provided "packages" points to one simple conclusion, i.e. that in the not so distant past, workers could hardly expect their employers to pay any serious attention to their work motives.

[125] Ever since the appearance of first classifications of motives, experts (mostly psychologists) have been debating whether it is possible in the framework of a common motivation theory to form a unified classification of human motives. It seems we are but left to agree with Abraham Maslow, who said that it is useless to draw up an atomistic list of human drives or needs. "Depending on the specificity of analysis, such a list could contain anywhere from one to a million needs, and would give the

our book – team roles according to Meredith Belbin – also illustrates a person's work motives. Comparisons of different classifications lead us to assume that every individual in terms of what motives drive their behavior is unique.

Any type of activity is always connected with certain costs and has its own worth. High-intensity work can be a threat to employees if they are not given the possibility to recover their personal work efficiency. It is also possible that when aspiring towards a certain quality of life, an employee is willing to compromise their health for additional welfare and benefits, as this type of practice is legally sanctioned by the public. An individual assessing various scenarios their behavior may take on usually takes the shortest path to achieve the desired result. In this case, the level to which one or a few different motives are expressed determines the level to which the desired result is relevant – the more relevant the result, the more a person acts in view of satisfying their wishes.

Research conducted by Russian researcher Piotr Zhuravlev and his colleagues[126] [2000] found that most people assess work motives according to the following factors:

a) **Belonging to a collective, the so-called herd instinct**, which is relevant in cases when group morale, corporate culture and similar aspects gain priority over other values when choosing a workplace (motives pertaining to this category are especially characteristic of the Asian – for example the Japanese management model).

b) **Personal consolidation**, which is typically important to young and middle-aged career aspiring individuals (according to Herzberg's theory, these motives are dominant among highly qualified experts).

c) **Level of autonomy** – an important factor to people who'd sacrifice stability and good pay to be their own boss (such individuals

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mistaken impression that they are mutually exclusive" [Maslow, A. H.: Motivation and Personality. New York, Harper & Row Publishers, Inc., 1954]. This viewpoint especially holds true when speaking of cultural and racial differences and the traditions cultivated across different cultures.

[126] Zhuravlev, P. V. – Kartashov, S. A. – Mausov, N. K. – Odegov, J. G.: Technologija upravlenija personalom. Moskva. Ekzamen. 2000

are usually prone to taking risks, always pursue new lines of activity).

d) ***Stability (reliability)*** – a motive that is the exact opposite of the autonomy motive. Individuals driven by this motive like continuity (it seems that because of various historic turns and national characteristics Lithuania has more of this type of individuals than those driven by the possibility for personal consolidation and autonomy).

e) ***New knowledge, goods*** – a motive more typical of economically developed countries, where new products and services are given priority (these motives form the basis for market management in various domains, first of all in marketing).

f) ***Justice*** has been important throughout the history of human civilization, although every society has its own criteria for determining what is just and what falls short of it (this motive is important in management because unjust evaluation works to demotivate employees).

g) ***Competition*** – is genetically programmed in a number of people and can form the foundation for pursuing a desired effect in organizational activity.

Since individual needs, like the need to overcome the feeling of loss or work motives in general are realized in an organizational environment, it is universally acknowledged that one of the most important factors that prompt people to pursue implementation of their ideas is their work motivation. The concept of motivation[127] in the general sense means a person's psychological state (an innate stimulus or need), which is associated with their motives, goals, values and identity, and which determines the level to which they are committed to act in pursuit of achieving something. In management theory and practice, motivation is seen as a person's causative desire (need) to pursue personal and other level (organization, department) goals. From this point of view, we can appreciate Marshall Jones' remark made back in 1995 that the object of motivation determines where behavior comes from, what drives it, how

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[127] While the main concepts concerning that of motivation are available in every human resource management textbook, we feel they should be covered if even briefly in a monograph-type publication.

it takes place and what steers and completes it[128] [Jones]. The concept of motivation should be distinguished from the concept of motivating as part of the management process[129] [Stoner, Freeman, Gilbert, 2001]. The process of motivating has become in resource management theory a constituent part of the function of management, which encompasses processes like influencing employee behavior in view of achieving organizational goals.[130] A manager's impact or influence on the employee together with general human needs and motives to act is in the centre of attention of all motivation theories.

The importance of motivating people to act for the good of society was underlined already by Ancient Greek philosopher Plato. "And among the other honors and rewards our young men can win for distinguished service in war and in other activities, will be more frequent opportunities to sleep with a woman; this will give us a pretext for ensuring that most of our children are born of that parent,"[131] [1971]. This goes to show that already millenniums ago people understood that by influencing others one can achieve that desired goals be met. Documented sources of history show that beginning with Ancient Egypt and Greece up through the third decade of the 20th Century, leaders were most likely to employ the punishment and reinforcement method to motivate their subordinates. It is not accidental that various myths that have carried onto our times feature stories of how rulers give rewards to some while sentencing others to death. Examples of how this particular method was used for motivating subordinates can be met even in the Bible. It was only around 1910, when Frederick Taylor gave rise to a discipline of scientific management, calling to amend this method for the better. This led to the first introduction of the concept of output norms to the management lexicon and to proposals to increase pay for productivity[132] [Taylor, 1911].

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[128] Jones, M. R.: Comments on prof. D. McClelland's paper. Nebraska Symposium on Motivation, Lincoln, University of Nebraska Press, 1955
[129] Stoner, J. A. F. – Freeman, E. R. – Gilbert, D. R.: Vadyba. Kaunas. Poligrafija ir informatika. 2001
[130] The term motivation can be traced back to Latin "movere", which meant to move or prompt one to move by use of certain stimulus. Movere had been part of the lexicon of leaders of various levels.
[131] Platon: Gosudarstvo. Socitenija, tom 3, cast 1. Moskva. Mysl. 1971
[132] Taylor, W. F.: Principles of Scientific Management. New York. Harper & Row. 1911

A new approach to employee motivation together with increased attention to worker specialization and standardization of work served for notably boosting the number of ways people could be motivated to improve their work performance. Despite the fact that living conditions since then changed beyond recognition, the motivation method proposed by Taylor almost a century ago is still the core one applied by many a manager today.

James Stoner and his like-minded counterparts noted that consistent interest in contemporary motivation theories and increased acknowledgement of motivation practices among managers goes to show that motivation:

1. Is commonly assumed to be a good thing;
2. Is one of several factors that go into a person's performance, however:
3. Is not a permanent state, but
4. A tool managers can use to regulate working relations in organizations[133] [2001].

Employee motivation remains just a desired good thing and doesn't turn into an effective program of measures until managers, who have at their disposal a "basket of goods", don't start influencing employee behavior. Various material (direct, indirect) and moral motivation measures can be used to motivate employees (see Table 2).

Examples of direct material motivation measures include salaries, piece-rate pay, commissions, participation in distribution of stocks and profit, additional monetary benefits. Indirect material motivation measures can include coverage of expenses for food, transport, assistance from various company funds, coverage of study expenses, health insurance, etc. Regulation of work hours, introducing or increasing the number of creative elements in the work process, various measures to acknowledge and recognize employee efforts are all examples of nonmaterial ways to influence employees.

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[133] Stoner, J. A. F. – Freeman, E. R. – Gilbert, D. R.: Vadyba. Kaunas. Poligrafija ir informatika. 2001

Table 2: **Elements of the system of employee motivation measures –
the "basket of goods"**

Form of reward	Motivational measure
1. Material motivation strategies	
1.1. Direct material motivation	
Basic wage	Piece-rate pay, hourly wage, salary;
Bonuses	Premiums, allowances and extras for overtime, night-shifts, professional excellence, work conditions, profession guidance for underage employees, nursing mothers, work on weekends and during holidays, etc.
Bonuses	Annual, semi-annual, Christmas, Easter and other holidays, based on years on service, the wage earned, work discipline, activity, etc.
Gains from company profits	Benefits from the reinforcement fund, formed from a portion of the net profit (usually used to enforce employees that have a direct impact on profit levels).
Shares in the stock capital	Interest on company shares, purchased voluntarily (by purchasing the shares for the employee, offering shares at a discount, etc.)
Extra pay schemes	Presents for outstanding merits, business trip coverage for family members, etc.
1.2. Indirect material motivation	
Coverage of transportation expenses	Purchase of service vehicles with full or partial service, coverage of work-related transport expenses.
Savings fund benefits	Savings deposits with interest on par with that in commercial banks.
Coverage of expenses for food	Free board in the organization, subsidies to cover food expenses.
Discount prices on organization products	Earmarking funds so as to offer discounts on products sold in the organization.
Grant funds	Coverage of study expenses (full or in part).
Training funds, education funds	Vocational training programs for staff, full or partial coverage of pre-school or school education expenses for children and grandchildren, commissions for privileged grants, etc.
Medical service coverage programs	Coverage (in part or in full) of medical services used by employees.
Housing programs	Full or partial coverage of house construction expenses.
Social services and benefits	Coverage of employee expenses on voluntary social services and benefits.

Form of reward	Motivational measure
Life insurance programs	Full or partial coverage of life insurance payments for employees and their family members, temporary sick-leave allowances, etc.
Health insurance programs	Full or partial coverage of health insurance payments for employees and their family members.
Pension fund programs	Instalments on pension funds of choice.
2. Non-material (moral) motivation	
Regulation of work hours	Additional vacation days, options for choosing and extending vacation dates, flexible work schedule options, shorter work days, etc.
Improvements on organization of the work process	Introduction of and improvements to creative elements in the work process, optional participation in the decision making process, career advancement options, creative workshops, etc.
Measures for employee recognition	A joint visit with the manager to some important person, conferment of honorary titles, awards, acknowledgements, pictures in the wall of honor, personalized gifts, home delivery of expensive champagne or wine, etc.
Social and cultural measures	Participation in organization-based clubs and communities, excursions, picnics, collective gatherings for employees and family members, tickets for a show premier, sports club membership, etc.

As can be seen from Table 2, the possibilities of making use of various "goods" made available to motivate effective activity illustrate a person's interaction with an organizations internal and external environment (more on this in part 1 of the book) and are determined by the impact of various branches of science including management, psychology, sociology, economics, political science, ergonomics, law, etc.

Continuing James Stoner's idea that "motivation is commonly assumed to be a good thing", we can add that proper organization of employee motivation works to create an organizational environment that is beneficial to both the employee and the organization (see Table 3).

Table 3: **Motivation and its benefit to the organization and its staff (designed by the authors from: Jewell, 2000[134])**

Benefits of motivation for the employee	Benefits of motivation for the organization
1. Willingness to be at work	1. Work productivity
2. Taking pride in personal work achievements	2. Lower employee turnover
3. Lack of a negative approach to the organization	3. Less absenteeism
4. Work dedication and satisfaction	4. Quality, less losses
	5. Higher probability that changes will be accepted rather than resisted
	6. Higher probability that ideas will be seen through and responsibility taken

Modern day life leaves individuals faced with various challenges, forcing them to constantly decide on their priorities and to compete with others for survival. Survival here should be treated as the capacity to adapt to a rapidly changing environment and to technical requirements all-the-while satisfying one's own needs, starting from physiological needs like food and accommodation and ending with the need for self-expression and growth. While some needs may be satisfied in the framework of one's personal or private life – like the need to create a family, have children and friends – others can be realized in professional activity, like securing a job position, getting a salary, cooperating, etc.

We can conclude that employee motivation cannot be effective unless the environment offers a suitable range of goods to motivate them, and unless managers are willing to determine what motives, needs and expectations are relevant to their employees and what drives the collective and its every member to pursue organizational goals. A good manager understands what motivates every individual to work in pursuit of better results as well as what factors could demotivate their behavior or leave them indifferent. Therefore, it could be said that an organization's specific motivation scheme can hardly be expected to yield results unless it manages to determine the causes behind employee behavior.

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[134] Jewell, R. B.: An Integrated Approach to Business Studies. Longman. 2000

As flows from previous text, the searching of motives of the human activity is really very complicated. Every activity, and it involves also a working activity, is not instigated by only one motive but by ***more motives simultaneously***. The motives of the individual may be not only the conscious but also the ***latent***. The latent motives (needs) can be felt by the individual as very pressing, also under the influence of insignificant impulse. The complexity of motivation and motivating can be seen also in the fact that the ***identical motives need not cause the identical behavior in case of various employees***, and vice-versa, the various motives in case of various employees can lead to the identical behavior. And, the ***character of individual's motives permanently changes***. It is caused not only by an age, but also by an influence of biological, emotional, cultural and cognitive development of his/her personality.

4.
MOTIVATIONAL PROCESSES –
PROCESSES OF INFLUENCING MOTIVATION

Every human behavior is motivated by a certain concrete reality, a reason, or a cause. It is evident the individuals and groups usually feel more motivational reasons of expressed behavior at the same time. Some of these reasons are revealed as primary, other as secondary. Some of them are almost unchangeably included in a personality of the individual, and others arise on the base of social interaction, and physiological impulses, or necessities. These elements, together, create a complicated system of dependent internal and by environment caused realities.

4.1.
Intra-motivational and Inter-motivational Chains

In mentioned above intentions, it can be deduced that the motivation of human behavior is a permanently running and complicated mixture of many internal and external factors, goals, ambitions, resolutions, personality competences, performance possibilities, physiological and psychological delimitations and imperfections. This complicated and dynamical action of various impulses and tensions means in fact an inner process of a building and directing each individual's motivation, i.e. intentionally and involuntary implemented *intra-motivational process*.

The intra-motivational process as a process running inside each individual, the result of which permanently influences and represents a behavior of the individual, can be described in several ways. Namely a description of internal motivational events, based on a **motivational chain** of authors H. Koontz and H. Weihrich, is extraordinary neat. The

authors define their chain in following way: need – wish – satisfaction[135] [1993, p. 442]. According to the authors' graphic expression of this chain, it can be supplemented (Figure 2) that (apart from conscious need, and determination of a wish, or concretized goal) also a feeling of tension which at a certain moment instigates an intentional activities and reactions. These ones become a component of mentioned events, and after their concluding they can cause a full satisfaction, or at any rate a certain measure of satisfaction. Moreover, a subjective evaluation of the final effect of implemented intra-motivational chain has direct feedback on origin new needs, respective needs of similar character but the needs of different qualitative level.
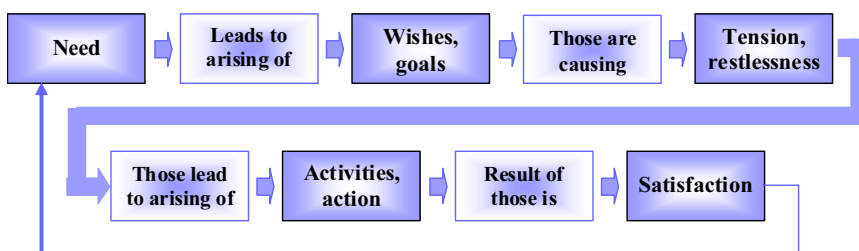
Figure 2: **Motivation chain**
[supplemented accordingly to: Koontz, Weihrich, 1993, p. 442]

From a point of view of the understanding and enrichment of motivational chain, it is always necessary to **consider with two following facts** in it:

a) Almost all human needs ***depend on environment*** that people act in. In case of *physiological needs,* for example: a look on delicious toast, or tempting strawberries with whipped cream can cause a feeling of hunger, or acute wish to eat anything delicious in this moment; a visual ascertainment of lower temperature on thermometer can cause pressing feeling of a cold, etc. In case of *psychological needs,* for example, a promotion of co-worker can

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[135] Koontz, H. – Weihrich, H.: Management. Praha. Victoria Publishing. 1993

instigate a desire of his/her colleague for higher position; a re-buking co-worker for being careless can lead to the colleague's effort to improve his/her own action and avoid possible negative criticism from his/her superior; a new, never before solved prob-lem can cause desire for its solving, desire to achieve a new knowledge and satisfaction from its solution, etc.

b) The motivational chain does not course so simply as mentioned figure. The needs can be a *cause, or a reason* of behavior, but also a *consequence* of needs. The human beings are beings those think and assess, but only scarcely ever are satisfied with the state of things, conditions, and relationships for a long time. Therefore a satisfying one need can cause desire for a satisfying other needs. The individual, for example, can desire to achieve another working, or life success, whereby already acquired feel-ing of satisfaction from an achieving previous goal becomes a motor of this effort. It can be considered also with an opposite tension – the individual can be afraid to start any new, to this time non-experienced situation, whereby his/her motivation is negatively marked by an experience acquired from the previous failure in similar situation.

In the effort to work out a motivational chain, a contemporary knowledge is important that not every realized motivational chain must bring a full satisfaction to the individual. It can become a situation the individual has expected from fulfilment of his need a marked satisfac-tion, relief, or joy, but these feelings after finishing intra-motivational process have not been achieved in an expected extent. A reason of this situation can consist in a fact the individual has incorrectly evaluated a pressure of the felt need, or some imperfection, or some disappointment, etc. has arose in internal motivational process. Consequently, a character of the concluding reaction is not such intensive as the individual has ex-pected. The mentioned idea (that is supported by a necessity to perma-nently strengthen working motivation) directly orientates us on the ef-fort to influence intra-motivational chains/processes of the individuals in such way these processes run more effective, and at the same time they bring a wished growth of performance and efficiency, and also a feeling of self-realization in working environment.

It means, the internal motivational processes running inside each individual must be necessary systematically influenced, and an intensity of these ones must be improved. So, it means that also the external motivational efforts must be simultaneously implemented together with the intra-motivational chains/processes. These processes can be called as **inter-motivational chains**. A matter-of-fact of these ones consists in an applying wide spectrum of motivating interpersonal processes, relationships, motivation programs, motivation tools, and conveniently chosen motivational events, with such intention that the managers, the human potential experts, the co-workers, and the other subjects will influence a desirable direction of the individuals' motivation and its harmonization with other motivation processes within the group and within the organization.

The basis of an influencing every working behavior always consists in a character and an intensity of intra-motivational events, whereby their course and their final effects flowing from them can be influenced to a certain degree. From this point of view, the motivational chain can be applied in the behavior of motivating subjects in such way they can implement suitable interventions/help in every phase of the motivational chain (Figure 3).
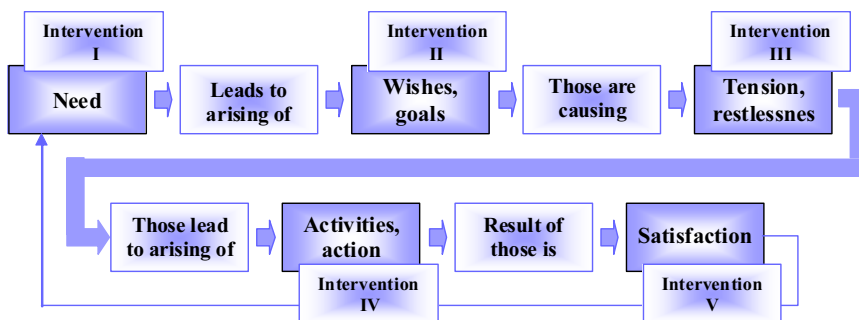
Figure 3: **Motivation chain with illustration of desirable interventions**
[supplemented accordingly to: Koontz, Weihrich, 1993, p. 442]

In concreter explanation, it is possible to intervene in the individuals' motivation chains in following way:

The intervention I. In spite of fact that a lot of needs arise directly inside a personality of the individual, a possibility often exists that the working surrounding will sensitively instigate (call up) a need. This interventional effort of the manager and/or the co-workers is convenient especially in case of some uncertainty, or some slackening in intra-motivational processes of the individual. But, surely, every instigating of an additional need must directly correspond with interests of the individual and also with needs of the organization. In any case must not be used a manipulative behavior and an impressing of need upon the individual whereby this new need is not near and desirable for him/her.

Intervention II. In a phase of the definition of concrete wishes, or working goals, some possibilities/metes quiet often exist those will contribute to the fulfilment of a felt need, or need which is suitably called up. In this way defined challenges to an action should primarily contribute to the growth of working satisfaction and success of the individual. But, equally, these challenges should help fulfill a vision, a mission, and strategic objectives of the organization and organizational part in which the individual works. Additionally, not every goal of the organization is really effective, it means purposeful, efficient, and economical. Thereto, the managers and/or the colleagues should help the individual in determination such his/her motivational goals which can cause a harmonization of individual, group, and organizational resolutions, and a realization of which will be really balanced from the point of view of an effectiveness.

Intervention III. Under the pressure of permanently increasing working requirements and contrary motivational ambitions, the situation can sometimes set in, that the individual starts perceive a primary/originally felt need, or called up need, and also goals defined on the basis of this need, as a little-pressing need in actual period – at present state of affairs. It seems, as if the restlessness, accompanying not yet fulfilled need, declines, as if this need loses its importance. But, in case of the need fulfilment, the achievement of which is certainly important for the individual, and indirectly also for the group, and the organization, the manager in close connection with colleagues of the individual can together and tactfully emphasize an importance of the need, and they can accent an extraordinary suitableness of the fulfilment of defined goal.

Intervention IV. Similarly as in case of the previous phases, also the phase of realizing concrete activities, actions, or motivated behavior is surely very exacting. The activities directing to a fulfilment of need require great effort of the individual and sometimes also strong psychical and physical strain. From this reason, it is convenient if the manager (again in cooperation with the colleagues) helps the individual in an implementation of such activities in case of which it will be suitable and needed. We can consider a *direct help* (to provide working means those are necessary in realization of the determined activity, take over some part of realized process, etc.). But it can be considered also an *indirect help*, usually more important than the direct help, in the meaning of offering a moral support, a strengthening of slackening enthusiasm, a providing of advice, etc.

Intervention V. The most often is situation that the concluding phase of motivation chain brings an expected satisfaction to the individual. But every chain does not finish in this way. In case the final feeling of satisfaction and relief is not so much marked as the individual has expected, this experience could negatively influence an intensity and shape of the future intra-motivational events. Therefore, in necessary situations, it is suitable to also intervene in this phase. Right interventions can involve for example: to emphasize quality effort of the individual during the implementation phase, to accent a great contribution of the individual and his behavior for all working group and organization, to express trust in equally excellent results of the individual also in future, etc.

It is important to supplement the motivation and motivating represents extraordinary dynamical dimension of psychic life of the individuals and groups/teams. This dimension reflects various variations of genetically gained dispositions, acquired social experiences, necessities, submittal to different influences, and personalities. Consequences of past successes, or failures will always be expressed in the future behavior…

4.2.
Identification of Process of Motivating/Motivational Process

According to the presented motivational chain, it is possible to define also an ***intentionally and purposefully organized and implemented process of a* motivating** employees and managers within the organization environment. At the same time, an application a long-term influence upon the individual internal motivational processes of employees and managers of the organization can be understood as a ***continually and very complicated process*** that includes several phases (Figure 4). The motivational process should start from a determined vision, a mission, a philosophy, expert-segment strategic objectives and strategies, from a strategy and a policy of the human potential management and development, and also from a motivation strategy and motivation programs of the organization. A success of the individual motivation processes, respective a growth of the employees' inner motivation and performance, in backward way act upon a dynamics-creation of these strategic organization phenomena at the same time.

Many external and internal factors have an important influence upon the form, the course, and the results of motivational processes running inside the organization, for example: a situation of competitive organizations from a point of view of the motivational incentives offered to their employees; wishes of customers; motivational, or demotivational sentiments predominating on market of human potential; a development of the economy of country; a support from the side of legislation; new trends in creative approaches towards the motivating and development of human potential, etc. There can be added to the strongest internal factors, respective realities those must be respected, for example: a structure of the organization's employees (according to age, sex, acquired qualification, job position in organization, length of practice, etc.); a structure of their needs, attitudes, perceived, and denominated values; limitations of organizational capacities; an exactness of processes those are implemented by the employee, the experts, and the managers of organization, etc.
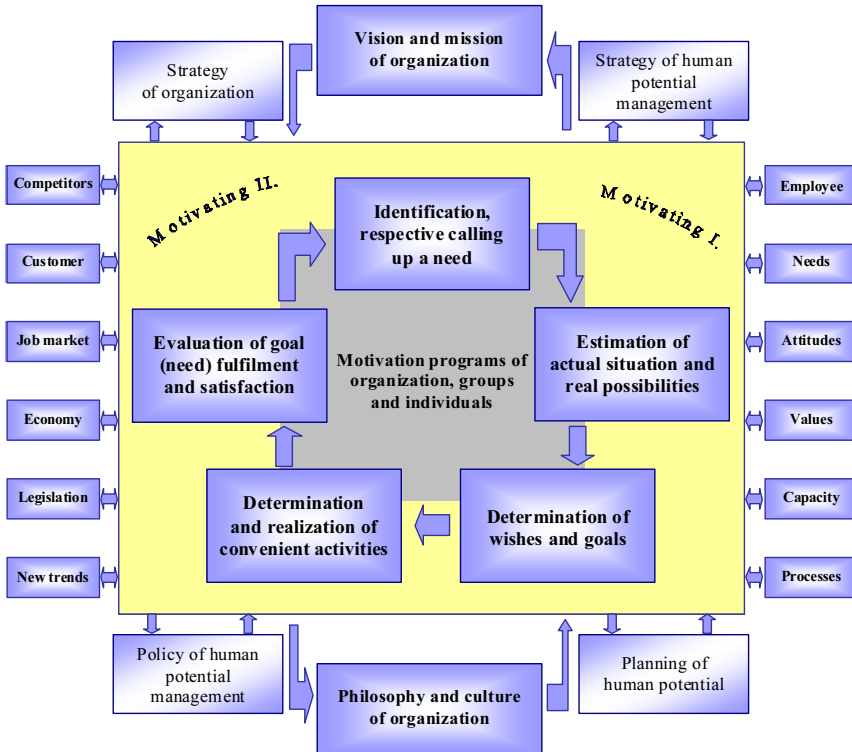
Figure 4: **Scheme of motivational process**[•]

In the motivational process, it is also necessary to respect a **point of view of this process participants' motivation** (in figure is motivational viewpoint illustrated as "motivating I." and "motivating II."). An implanting of motivating to the right-hand side of scheme core shows an effort to fulfil a basic intention of this process: to achieve a total strengthening of the level of employees', experts', and managers' motivation just through the motivational process. The implanting of motiva-

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[•] Note: Illustrated scheme of motivational process can be valid for an individual (internal and individual motivational process), and for organizational environment (external motivational process which is implemented toward the individual or group by managers in cooperation with employee and human potential specialists).

ting to the left-hand side of scheme core reflects, that only the managers with high motivation will be able and will willing to prepare and implement motivational process which will contribute to a growth and more suitable direction of motivation within the organization. It means the success of process of motivating all organizational members is based on a *high motivation of the preparers, the performers, and the other participants of motivational process*. It is necessary to motivate these individuals towards this exacting behavior.

1. First phase of the motivation process deals with an *identification respective calling up the need* which then will become a key cause of the individual. As presented in chapter about inter-motivational chains, the employee, or the manager can feel some needs in natural way (under one's own stream). But, other needs of the individuals, or other needs of the groups can be (to a certain extent) instigated, called up, or put by finishing touches of the managers, the human potential experts, or the other individuals, or groups, with an application of convenient communication approach, suitable style of leadership, effect of parable, etc. (in dependency on necessity to instigate desire action harmonized with objectives of the organization, formulated philosophy and strategy of chosen motivation program, natural stage of life development of the individual or group).

2. Second phase means an *estimation of actual situation and real possibilities* of the employees, the managers, the human potential experts, and all organization. This phase concentrates on a purposeful and thorough evaluation, or a weighing of urgency of the concrete need, the determined priorities, and the available opportunities in organization environment. At the same time, it is needed to respect and accommodate a structure of defined needs also to limitations and barriers on the side of motivated and motivating participants. Generally, this phase is a very sensitive part of the motivational process. In it one, we can find an extraordinary exacting decision making, or a crash of hope in possible individual and group satisfactions with real possibilities, conditions and limitations of the organization. After handling indicated decision making, it is possible continuously get into next phase of this process.

3. Third phase concerns a *determination (formulation) of concrete wishes and goals*. The goals must be defined in such way these ones will be able to correspond with a system of objectives and aims of the

department and all organization, and at the same time, these goals will be able to encourage the willingness and the enthusiasm of motivated employees to engage them in following action. In this phase, there is very important a task of the managers and human potential experts to help motivated employees and managers with right formulation of convenient goals and metes the realization of which will bring a desirable effect to the both, organizational department and also all organization, and which will contribute to a feeling of satisfaction of considered individuals and groups.

4. Last but one phase of the motivational process is a *formulation and an implementation of activities those correspond with the fulfilment of defined goals*. It means the determination and following implementation of activities which will effectively lead to the achievement of formulated wishes and metes. It is necessary to evaluate whether chosen activities really obtain desirable effect, and whether this effect could not be achieved by other, less demanding activities.

5. Motivational process finishes by a phase that consists in *evaluation of the fulfilment of goals and achieved feeling of satisfaction*. This phase has two aspects – organizational (objective), and individual (subjective):

- *From a viewpoint of the organization,* the engaged managers and human personal experts should try to evaluate a successfulness of the individual motivational processes. It means to consider whether a growth of total work performance is achieved, or whether the organizational need is fulfilled by increased effort of the employees and managers (i.e. the organizational imperfection is solved, or the expressed failure is removed).

- *From a viewpoint of the employee,* the motivated employee or manager should subjectively consider whether he/she feels an improved motivation, and whether the desirable feeling of satisfaction and fulfilment of origin need is achieved.

Presenting last phase of the motivational process, it is convenient to state that, from practical viewpoint, this process represents a **permanently running process** – last phase of one process (usually) can automatically get into the first phase of next, following process of a forming and influencing individual and group motivation.

Evidently, several intra-motivational and inter-motivational chains/ processes run in each and towards each individual at the same time. In these chains/processes, a space always exists for interventions from the side of subjects of influencing. It means the subject of influencing must (in realization of inter-motivational processes) permanently act, respective they should permanently and continuously intervene in the intra-motivational processes. It essentially consists in **flexible and dynamics-evoking spiral of parallel overlapping of lots of intra-motivational and inter-motivational processes realized in the individual and towards the individual**. Together in all working group or working team, it represents a dynamical and a complex system of many motivational processes running inside all individuals and realized towards all individuals, i.e. employees and also managers.

4.3.
Approaches to the Motivating Employees and Managers

Motivating employees, experts, and managers can be, in its practical application, realized on the foundation of following **three approaches**:

a) An individual approach.
b) A narrow-group approach.
c) A complex-group approach.

The individual approach to the motivating (motivating the individual) expresses that the managers try to separately motivate every their subordinate colleagues. This approach put attention on respect for all individual specifics and work-personality excellences of each individual, creatively leaded and motivated by the manager. Necessity to thoroughly know, understand and address the individual's value ladder represents a starting viewpoint of the application of individual approach to motivating him/her. It means an *individualized motivation program for each concrete employee or manager* is created in this case*,* on the basis of knowing his/her needs as the employee (manager), and his needs as the personality in working and out-working dimension.

The narrow-group approach to the motivating (motivating concrete working group respective team) expresses that the managers in motivating their subordinate colleagues try to apply the usual group approach – a concrete work group, or a work team is understood as the group. In application of this approach, the manager elaborates and uses a *motivation program of whole group of his/her subordinate co-workers* those are leaded by him/her. This program is derived from a hierarchy of group values and needs, including group dynamics, whereupon it considers also a content and orientation of the individual motivation preferences, i.e. the motivation programs of group members.

It is needed to mention the motivating whole group, or team of subordinate co-workers simultaneously is much more exacting than it is usually understood. With respect for necessity to preserve demanding efficiency and necessity to rightly direct all motivation tools, it is needed to separately approach to each member of motivated group, and at the same time, sensitively respect a group atmosphere and situation. It means that each member of work group has his/her own – individual – motives of his/her behavior, living and evaluating situations on the one hand, and on the other hand, he/she is also a member of group that has its own group goals, values, expectations, needs, interests, etc. The creation of motivation program must be characteristic by a process with all mentioned above influences and values.

The complex-group approach to the motivating (motivating all members of organization) expresses that the top managers, in close cooperation with the managers of other organizational level and with the human potential experts, together apply a form of the widest group understanding of social objects – the group, in complex understanding, is created by a whole organization, respective by all its employees, experts, and managers. *The motivation program of organization* is created in this situation, whereupon it is dedicated to strengthening motivation of all categories of employees simultaneously. The most important information and instigations flowing from individualized and group motivation programs, those are created inside the organization, has to become a starting point of organizational motivation program.

From a point of view of newest knowledge, we can recommend so that the organizations will exploit all three approaches in strengthening motivation of their employees, experts, and managers. It means (with in-

tention to purposefully and efficiently improve a level of felt motivation in the organization environment) it is suitable if the organization **creates a sufficiently rich structure of the individualized and group (departmental) motivation programs an umbrella of those is the motivation program of whole organization**. In this way, we can achieve the motivation influences and efforts inside the organization could become correctly coordinated and harmonized.

5.
MODEL AND THEORIES OF
MOTIVATION AND MOTIVATING

On the basis of the fact that each manager has to primarily understand the working and personality characteristics of each subordinate colleague, it is very important to start process of creation of motivation program and choice of motivational approaches by a ***mapping models of employees' behavior***. **Models and theories of motivation and motivating** represent the base of knowledge from which the managers, or the departments of human potential management and development can pump information about psychological-social attributes of people' thinking and behavior.

5.1.
Development of Motivational Models from Early Management Theories to Present

In the early stages in the development of motivation theories (Frederick Taylor, Henry Ford, etc) it was assumed that after determining effective methods for carrying out tasks, organizational goals should be pursued by selfless and dedicated work. In the third decade of the 20th Century management theory and practice treated the human as an "economic animal", who works harder for better pay. The main task organization managers were faced with at the time was meticulous supervision over and control of their staff. The global economic crisis spurred attention towards other than just the monetary aspects of motivation.

The *"traditional model"*, which viewed humans from the economic point of view, was replaced by the *"human relations model"*, which maintained that people, being members in a social system, can be motivated by the simple fact of receiving attention (Elton Mayo). The need to be acknowledged at work as an individual turned out to be no less

important than monetary rewards and more effective in terms of motivating people to boost their work performance. From this point of view, the main task for managers is to warrant that employees feel useful and important. In the long term it was recognized that there can be a variety of factors that motivate employees working within an organization. Employees can willingly carry out assigned tasks, work can be simultaneously necessary, beneficial and healthy. With increasing adoption of this approach in the practice of management came recognition of employees as having a creative essence, capable of working autonomously and controlling their actions. This leaves the manager with the task to create an environment where their staff can express their skills and thus contribute to the results of organizational activity. The approach, which emphasized utilization of self-expression factors to motivate employees, came to be known as the "human resources perspective" (Douglas McGregor, Abraham Maslow, etc.).

Traditional models of human relations and resources constitute the early stage in the development of motivation theories. Table 4 below (based on Richard Steers, Lyman Porter and Satish Kalra) offers a briefing on different approaches to employee motivation ranging from the early models to those of the present. As we can see, all models of motivation development are based on a common approach to the human being, to typical characteristics of a manager's behavior and the desired behavior of their subordinates. The aforementioned scheme, therefore, illustrates very clearly that the methodical backbone for those models lies within the concept of management styles specific to one or another model. This approach to employee motivation models testifies to their twofold nature, which helps better understand the theoretical concepts of different authors.

Psychological, sociological and anthropological research conducted in the seventh decade of the last century made way for **classifying the process of motivation** into five categories:

1. Needs.
2. Reinforcement.
3. Equity.
4. Expectancy.
5. Goal setting.

Table 4: **Theoretical employee motivation models**
[based on Steers, Porter, 1983[136] and Kalra, 1998, pp. 1 – 4[137]]

Traditional model	Human relations model	Human resources model	Human potential model
Approach to employees			
1. Work is in essence an unpleasant thing for most people. **2.** That, which people do for work is less important than the pay the get. **3.** Most people wouldn't care to do work that requires creativity, self-control or discipline.	**1.** People want to feel useful and important. **2.** It is important for people to feel like they belong someplace all the while maintaining their individuality. **3.** These needs are far more important than money and work to motivate people more so than money would.	**1.** Work is not a nuisance. People want to contribute to implementation of meaningful goals, especially if they took part in setting them. **2.** Most people can be far more creative, autonomous and disciplined than is demanded by their current work position.	**1.** People have potential which they want to apply for their personal growth as well as that of the organization they are part of. **2.** By pursuing realization of their personal goals, employees contribute to the attainment of common organizational goals.
Norms of the manager's approach to employees			
1. See to meticulous supervision and control of each subordinate. **2.** Break up tasks into simple, recurring and easy-to-learn operations. **3.** Provision clear work procedures and operations and force employees to strictly follow them.	**1.** Try to create an atmosphere where all employees feel needed and important. **2.** Inform staff of their plans and hear out feedback on potential and existing clashes. **3.** Allow subordinates to work autonomously, ex-	**1.** Tap the human potential of each of their staff. **2.** Create a working environment that prompts employees to pursue results that correspond to their experience and skills. **3.** Cultivate self-control skills of their employees	**1.** Create an environment where employees can fully realize their potential, feel like partners and discover new personal skills, which warrant personal growth and that of the organization and underline the ad-

[136] Steers, R. M. – Porter, L. W.: Motivation and Work Behavior. New York. McGraw-Hill. 1983
[137] Kalra, S. K.: Human potential management: time to move beyond the concept of human resource management? Journal of European Industrial Training. 1998, Vol. 21, No. 5

Traditional model	Human relations model	Human resources model	Human potential model
	ercise self-control in routinely tasks.	and delegate authority. **4.** Motivate employees to take an active part in the implementation of organizational goals.	vantages of both in a competitive environment.
Consequences			
1. People can enjoy their work only when pay is sufficient and the manager is fair. **2.** Employees will work according to set out requirements if the tasks are simple enough and control is sufficient.	**1.** Employees satisfy the need for feeling important and belonging to an organization if the manager shares their knowledge and provides opportunities for employees to partake in solving daily work-related issues. **2.** Fulfilment of needs in item 1 will result in boosting collective morale and a co-operative spirit and curbing resistance to managers.	**1.** Giving employees more influence on work-related activity and giving them the opportunity to exercise self-control results in notably better work effectiveness. **2.** Helping employees utilize their personal human resources brings about a positive side-effect known as work satisfaction.	**1.** Development of human potential increases every single individual's responsibility and makes them feel like a co-owner. **2.** Expanded limits of self-control can increase satisfaction, the feeling of responsibility and self-worth in the organization, which helps the organization reach its goals.

Improvements to the methodical grassroots of research on the process of motivation in time changed the prevalent approach to how manager-employee relations should be developed. The ideas promoted by the human resource model led to consider employee motivation both in management theory and practice a school of organizational behavior, or just behaviorism. The ideas developed by this school remain prevalent

in today's management science and practice as they gave way to realizing that an individual's personal characteristics cannot (at least as of yet) be changed, however their behavior can be influenced.

With this particular definition of employee behavior and the inner forces that drive their behavior in mind, all contemporary motivation theories are distinguished into two groups, which analyze either:

- motivation content (needs);
- the process of motivation.

Content theories discuss what causes humans to behave in one way or another, thus their focus on the nature of human needs and motives and their structure. In line with this approach, according to Algimantas Sakalas, a manager looking to prompt motivated behavior of their employees, has to[138] [2003, p. 249]:

- set organizational goals that are worthy of employee attention (the degree of motivation);
- apply stimuli (motives) in pursuit of attaining goals (reward);
- warrant that goals are realistic (feasibility).

Process theories, in turn, focus on how the behavior of individuals, who've satisfied their personal needs, changes in respective situations. These theories are not aimed at denying needs, but instead at showing that an individual's behavior can be caused by their specific understanding of a situation and what consequences they see as being in cards for them.

Regardless of which concept a manager chooses to employ, to motivate employees they need to assess all and oftentimes conflicting environmental factors, which can be grouped as follows:

- an individual with their inherent characteristics and skills and parenting results;
- an individual as pertaining to a certain social group, their age, experience, professional competence, etc.;
- co-workers with their specific behavioral norms, interpersonal relationships, willingness to co-operate and engage in conflicts;
- organizational culture, its goals and type of activity;

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[138] Sakalas, A.: Personalo vadyba. Vilnius: Margi raštai, 2003

- community (national or international), i.e. the social, economic, cultural, technological and ecological environment.

It has been noticed that the community environment has an impact on all other groups, with ***cultural (i.e. multicultural) aspects*** especially prevalent in this category. For example, having studied the cultures of Western and some East Asian countries, Philip Harris and Robert Moran [1991, p. 239 – 240] concluded that cultural differences, besides having an impact on how people live and what values they have, also influences their behavioral priorities (see Table 5). This leads us to conclude that specific cultural norms and values are what most distinguishes one group of people from another.

Table 5: **Comparison of cultural norms and beliefs in East Asian and Western states**[139]

Cultural norms and values	
East Asian states	**Western states**
Social justice	An individual's quality of life
Group, collective	The individual
Savings	Consumption
Extensive family ties	Autonomous and volatile family affiliation
High discipline and personal motivation	Simplified requirements on work ethics and hierarchy
Protocol, rank, status	Non-formal work relations and personal competence
Avoidance of conflict	Conflict management

By transferring these cultural norms and values to the Lithuanian or Slovakian setting, we can see that a western-type culture should be prevalent in our countries. However, it would be wrong to fail to notice behavioral norms that remain significant in our environment to this day, namely the role of the collective, of personal status, the prevalence of conflict avoidance, etc. These values are more characteristic of the cultural experience of communities on the Asian continent. Other research-

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[139] Harris, P. R. – Moran, R.: Managing Cultural Differences. Houston. Gulf Publishing. 1991

ers arrive to similar conclusions, saying that "employees in former socialist states tend to lean towards collectivism and strive to achieve harmony, both of which are helpful characteristics in terms of incorporating Japan's know-how",[140] [2003, p. 13].

It is worth mentioning that Western European states, which have a common system of cultural norms and values (in the general sense), are also host to a wide variety of cultures. Dutch scientist Geert Hofstede's research results offer interesting insights from this point of view. For example, his research conducted in the eighties on how respondents across different states make decisions, show initiative, assess their status and relations in a collective, tolerate work rules, etc., showed that the quality of life was then most important in Sweden, while the need for security was a prevalent one for the Germans[141] [1980, pp. 42 – 63]. Hofstede's research in general allowed distinguishing cultural variables, which have an impact on the activity of an individual or a collective as well as on their motivational priorities[142] [1980]:

- power distance reveals the hierarchy of human relations;
- individualism reveal the individual-society links, i.e. the individual's priorities on individual or collective needs;
- avoidance of uncertainty helps reveal how cultures adapt to situations of uncertainty;
- masculinity illustrates the different gender effects on social and emotional roles.

Later on, David McClelland's studies confirmed a clear correlation between such variables as bravery, achievement and uncertainty of environment with the levels of human motivation[143] [1961]. He found that achievements and bravery are especially valued in Anglo-Saxon countries, while uncertainty of environment is not. Research conducted in Spain and Portugal, on the other hand, yielded completely opposite results.

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[140] Sakalas, A. Personalo vadyba. Vilnius. Margi rastai. 2003
[141] Hofstede, G.: Motivation, Leadership and Organizations. Do American Theories Apply Abroad? Organizational Dynamics. 1980
[142] Hofstede, G.: Culture's Consequences. International Differences in Work-related Values. Beverly Hills. Sage. 1980
[143] McClelland, D. C.: The Achieving Society. Princeton. New York. Van Nostrand Reinhold. 1961

The impact the cultural environment has on human motivation in the past five to seven years also received attention from some Lithuanian researchers. For example, comparative studies conducted by Audra Mockaitis and Laura Salciuviene in three countries of the Baltic region, namely Lithuania, Poland and Estonia, revealed that Lithuanians mostly value social aspects of life and exhibit relatively low individualism. Also, research conducted by the authors revealed the prevalence of a "masculine" nature in Lithuanian society[144] [2003].

Economic aspects of life undoubtedly influence every individual's behavior. For example, a crisis or economic downturn of sorts prompts people to secure their welfare, however, in the opposite case scenario, in times of economic growth and stability people attribute more value to the need for recognition, self-growth, etc.

Figure 5 depicts a scheme that describes the general logic of the process of motivation. We think that the motivation process demands considerable effort from managers in order to achieve desired results, as they have to determine what drives their employees to work, make correct assessments of the economic and social situation in the country (region, locality), follow through the value system cultivated within the organization, understand existing possibilities and, based on all these, utilize motives to prompt desired employee behavior and attainment of goals, and, finally, bestow an equitable reward.

While we can agree with experts who say that it is impossible to satisfy all needs an individual may have, modern science, economic and social achievements have already illustrated that **most needs can be satisfied**[145] [2002]. With regards to the evolution of the concept of motivation in the context of the development of management theories, management practice has at different times stressed the importance of rather different measures. Table 6 shows the development of measures used to motivate employees with consideration to the prevalent societal needs in respective historic periods of the 20th Century.

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[144] Mockaitis, A. – Šalčiuvienė, L.: Kultūros poveikio poreikių hierarchijai tyrimas trijose Baltijos regiono šalyse. Žurnal Ekonomika. 2003

[145] Lukaševičius, K. – Martinkus, B.: Verslo vadyba. Kaunas. Technologija. 2002
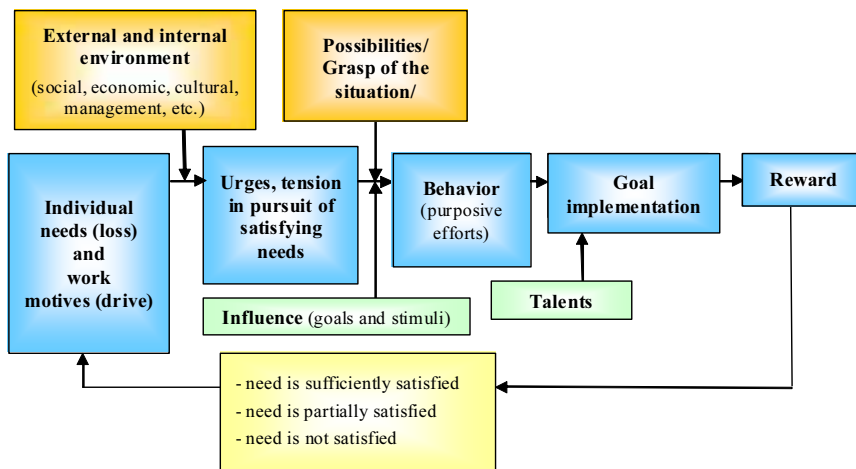
Figure 5: **The general scheme of human motivation**

The discourse on employee motivation oftentimes discusses whether it is possible to make a reliable estimation on which needs are prevalent at a given moment in time; in other words, whether the level to which various needs are relevant at a given time can be measured, and, if so, how this can be done?[146]

According to Lithuanian researchers Juozas Kasiulis and Violeta Barvydiene, the answer to the aforementioned question is usually sought invoking core motives, however, they note this particular method to extract information about results is not reliable, as most people[147] [2001, pp. 26 – 27]:

- don't know which of their motives for activity are relevant;

- give answers that the questioner wants to hear;

- name things they think to be motives;

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[146] Henry Murray was one of the first to employ the expert method in researching the intensity of individual motives, however, because expert opinion didn't provide sufficient reliability, he managed to create only a partially scientific methodology of testing the intensity of motives.

[147] Kasiulis, J. – Barvydienė, V.: Vadovavimo psichologija. Vadovelis. Kaunas. Technologija. 2001

- simply do not want to reveal their motives and therefore conceal them.

Table 6: **Development of measures applied in employee motivation from beginning of 20th Century to present**

Period, in decades	Motivation model, authors	Prevalent employee needs	Motivational measures to satisfy needs
Pre-4th decade of the 20th Century	***Traditional:*** Frederick Taylor Henry Ford Henri Fayol	***Physiological:*** - basic pay - food, etc. Security: - safe work - financial independence, etc.	Work conditions, pay, strict work regulation, control, punishment, perfect work organization, etc.
4th to 6th decade of the 20th Century	***Human relations:*** Elton Mayo Chester Barnard ***Human resources:*** Douglas McGregor Abraham Maslow Clayton Alderfer David McClelland Frederick Herzberg Kurt Lewin	***Social:*** - communication - belonging to a group, etc. ***Honor:*** - recognition - responsibility, etc.	Joint gatherings, holidays, conversations with co-workers, good management style, positive microclimate among colleagues, distinguishing an individual employee's personal contribution to collective results, appreciation of individual achievements, curbing of the impact of strict control, attention to the employee, delegation of authority, etc.
7th decade of the 20th Century	John Adams Victor Vroom Edward Lawler Lyman Porter Peter Drucker Edwin Locke Burrhus Skinner	***Self-expression:*** - room for growth - expressing creativity, etc.	Timely reinforcement of desired behavior, active participation in implementation of organizational goals, setting individual goals, vocational training, proper and just assessment of work re-

Period, in decades	Motivation model, authors	Prevalent employee needs	Motivational measures to satisfy needs
			sults, etc.
Post 8th decade of the 20th Century	*Development of individual potential:* Tom Peters R. Watterman William Ouchi, et.	*Realization of life goals:* - to show acceptance to a multicultural environment; - individual career, etc.	Linking an employee's personal life with the organization, interconnecting universally accepted values with organizational goals, philosophy of quality, an individual's career, etc.

NOTE. A more in-depth analysis of employee needs may be found in further section.

David McClelland felt that even the motives that have become accepted can have an unconscious impact manifesting as just symptoms, leaving people unconscious about the underlying inclinations of their actions. In his opinion this goes to show that conscious motives and a person's declared efforts do not reveal the intensity of a particular motive[148] [1987, p. 220]. In general, it may be noted that in many a study a respondent is asked to answer direct questions on topical needs or motives, i.e. to mark off or rate the most important ones from a provided list. Our many years of experience in surveying respondents has raised considerable doubts on whether most people are aware and able to correctly describe the true motives behind their actions, meaning that a respondent by choosing material rewards as the most important motive from the provided list may, in fact, make an unconscious mistake about which needs are most relevant to them. Therefore, we must agree that it isn't always possible to determine what motivates a person just by observing their behavior.

On the other hand, without knowing the true driving forces of individual behavior, we cannot make a reliable prediction as to how a per-

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[148] McClelland, D. C.: Human Motivation. Cambridge. Cambridge University Press. 1987

son will respond to one or another motivational measure an organization chooses to employ. David McClelland agrees that an individual who scores highest in a given survey on one specific motive should in fact be prompted to act by this particular motive[149] [1987, p. 236]. In order to curb the margin of error in a given study, most motivation theorists (Abraham Maslow, Frederick Herzberg, David McClelland, etc.) recommend surveying respondents in descriptive form. Moreover, testing has proven effective in terms of assessing the intensity of individual needs, i.e. when the importance of work motives can be deducted from a respective evaluation scheme. It should be noted that McClelland, analyzing the phenomenon of collective motivation spoke out directly of the possibility and need of assessing motives by measuring their intensity. In his opinion, a public probe into motives could avoid the "circularity accusation only when motives can be measured and their contribution to what happened in society assessed independently of the events themselves,"[150] [1987, p. 460]. We may therefore conclude that for the sake of analyzing motives inherent in human activity we can determine their intensity, which allows us to speak of the intensity of specific needs. For example, a person who scores most points in a survey on motives related to the achievement motive (enjoys pursuing challenging goals, work can be no less satisfying than recreational activities, I relax after I successfully complete a work task, etc.) will most likely put most energy forth in situations where they expect to make an achievement.

Even though, as of recently, our countries have put much effort to delve into the characteristics of motivational processes, it still seems that because of the focus on assessing economic-type motives, most experts in post-communist states pay too little attention to other motives that are important for people in a working environment, leaving no less important motivators out in their research. We would think that the current situation mostly reflects the issues that arise with the research methodology in this particular field.

Moreover, to support the one-sided approach on employee motivation, researchers employ essentially valid statements, but such that limit

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[149] McClelland, D. C.: Human Motivation. Cambridge. Cambridge University Press. 1987

[150] McClelland, D. C.: Human Motivation. Cambridge. Cambridge University Press. 1987

the scope of research. For example, we can agree with Barvydiene and many other foreign specialists, who said that „motivation should be considered to be a chance process, one that moves a person in a specific situation"[151] [Kasiulis, Barvydienė, 2001], however, the erroneous critiques on motivation theories made on this very foundation hardly bring us any closer to understanding the world of human motivation.

Two identical people can hardly be said to exist, and this is something that needs to be kept in mind when assessing the classical motivation theory. Motivation theories are not meant to dot the "it's", but to reveal, according to a prefigured system, certain tendencies of human behavior at a given point in time and predict how this behavior may change in the future.

Constant environmental change requires that different attitudes expressed in motivation theories, just as any theoretical insights intended for analyzing social processes, are assessed with consideration to the human factor, i.e. the variety of behavioral choices. We find it would be useful to make note of Herzberg's notion that any list of human needs is useless in long-term planning[152] [1959, p. 22]. Criticism aimed at motivation theories is justifiable only when the theories are considered in their historical context, as not all provisions found in motivation theories could literally warrant their application in the future.

The following sections will feature an analysis of the ideas of content theory supporters as well as our research results.

5.2.
Importance of Theories to Efficient Motivating

The motivational theories search the process of motivating applied from the side of other subjects, and also the process of building individuals' inner motivation. These theories explain, why people at work act in a certain way, and why they realize effort in a concrete direction.

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[151] Kasiulis, J. – Barvydienė, V.: Vadovavimo psichologija. Vadovelis. Kaunas. Technologija. 2001

[152] Herzberg, F. – Mausner, B. – Snyderman, B. B.: The Motivation to Work. New York. John Wiley & Sons. 1959

At the same time, the theories describe the activities those can be implemented by the organizations in intention to encourage employees, experts, and managers so that they will apply their abilities and develop effort in such way that it will contribute to the fulfilment of organization goals and the satisfaction of employees', experts', and managers' needs[153] [Armstrong, 1999, p. 295].

The most known and the most contributive theories of motivation involve for example: Maslow's hierarchy of needs theory, Herzberg's two-factor theory, Alderfer's ERG theory, Vroom's theory of expectancy, Porter's and Lawler's expectancy model, theory of equitable rewards (equity theory), theory of strengthening, goal theory, McClelland's theory of psychological needs classification, theory of homeostasis, etc. Every from the mentioned theories recommends a great number of inspirations and suggestions which can become a useful aid in improving the quality of applied motivational approaches, working out concrete motivation programs, and drawing up a suitable spectrum of motivation tools. We will close this chapter by presentation of a new (origin from an author viewpoint) creative proactive-concluding theory of motivating.

5.3.
Maslow's Hierarchy of Needs Theory

Together with development of psychology, and recognizing wide variety of human needs, the managers in practice have ascertained and confirmed that apart from motivating their subordinate co-workers by financial motivation tools they dispose by a lot of other possibilities. The managers have also ascertained that these possibilities were more economical, but almost even much more efficient than traditional instigating of work motivation by a growth of wages.

Hierarchy of needs theory, developed by the US researcher and psychologist Abraham H. Maslow in mid 20th Century, is considered to be the most renowned theory on employee motivation[154] [Jewell, 2000].

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[153] According to: Armstrong, M.: Personální management. Praha. Grada. 1999
[154] Jewell, R. B.: An Integrated Approach to Business Studies. Logan. 2000

Maslow argues that it is innate for humans to want to satisfy their needs and raises the hypothesis that people are driven by various needs[155] which he arranged in a certain hierarchy and divided into five levels. Author's basic proposition is that a **satisfying felt needs** creates foundation of human activities and efforts. Need is understood as a condition of keeping of physical and mental health. When dividing all the needs into different levels Maslow depicted them as pyramid, the base of which is composed of physiological needs, placing self-realization needs at the top. It means that A. Maslow arranges needs *hierarchically,* from the lowest to the highest needs, especially from a viewpoint of an urgency with which a man experiences needs as an internal tension to the activity. "Human emotional, cognitive, expressive, and esthetical needs provide to the science its sources and its goals. A resource of a satisfying every need is a certain value,"[156] [Maslow, 1970, p. 6]. At the same time, author perceives a man as a psychological organism that tries to satisfy his/her needs. These needs are arranged to the following levels[157] [Maslow, 1968]:

1. **Basic needs**:

- *Physiological needs (basic existential conditions),* it means, the basic needs for keeping a human life: food, water, warmth, shelter and sleep. Author asserts that if these needs are not satisfied at least in minimal degree, other needs can not motivate people.

- *Safety and security needs,* it means, the need for to have not a fear of danger and to have not an apprehension of loss of employment, of loss of possession, of food shortages or loss of shelter.

2. **Psychological needs**:

- *Belonging and affection needs*. Thereto a man is a social being, he/she needs to be including to the others, and he/she needs to be accepted by others.

- *Esteem and ego needs*. A. Maslow proposes that if people satisfy their basic physiological needs, they will desire to become a respected, they will desire for recognition of their personality

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[155] In his works Maslow often uses words „needs" and „urges" as identical concepts.
[156] Maslow, A. H.: Motivation and Personality. New York. Harper & Row. 1970
[157] Maslow, A. H.: Psychology of Being. New York. 1968

qualities, for positive valuation of their work outputs, they will try to achieve a power, prestige and personal satisfaction from work.

3. **Self-actualization (self-realization) needs**:

- *Needs for own abilities realization* (needs to realize one's mental potential – „to be who I can be") and *needs for personal growth* (needs to discover, create, arrange). Maslow considers these needs the highest from a viewpoint of their hierarchy and quality. These ones represent a desire to achieve anything what is achievable and what in full extent uses a personal potential and talent of the individual. It means for example: an identification of a work done with a feeling of personal development and social self-realization, a fulfilment of living mission, a merging of interest with work (work becomes a hobby), etc.

The way of arrangement of these individuals' needs is illustrated in Figure 6. Hierarchization of needs uses a functional principle which expresses that the needs of higher level obtain their pressure, urgency, and motivational emphasis only if the needs of lower level have been satisfied.
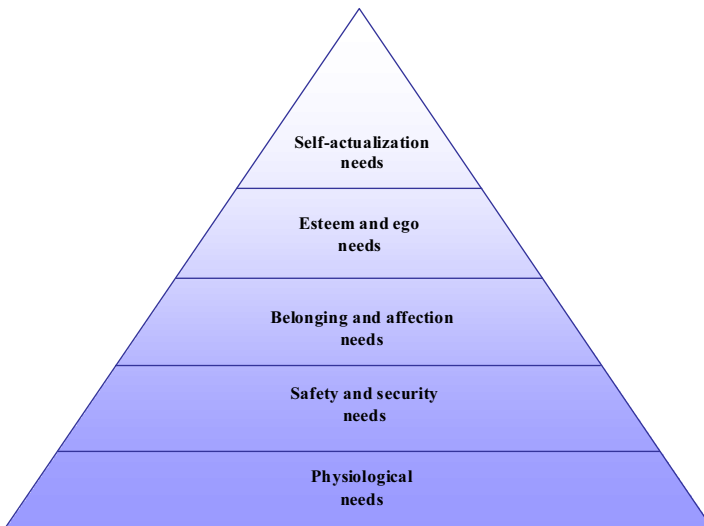
Figure 6: **Maslow's hierarchy of needs**

The author noted that the basis of the pyramid of needs (lower-level) is composed of ***physiological needs*** (sometimes also called biological needs) common to all people. Physiological needs secure vital functions of an organism. If one is lacking many things in life, their main motivation will be for physiological instead of higher-order needs[158] [Maslow, 1943]; therefore fulfilment of physiological needs determines an individual's further behavior – tending to their personal security, becoming a member of a social group, acquiring recognition and self-realization. The author attributed two bottom needs to lowest-level needs and social, esteem and self-realization to higher-order needs.

The presented hierarchy indicates that an individual first of all needs sufficient compensation for their job to survive and to feed their family. An individual needs a suitable working environment and normal living conditions. Satisfaction of those needs is a pre-condition for one's existence; therefore it is natural that higher-order needs would have little relevance until their more basic counterparts are satisfied.

According to Maslow, having satisfied physiological origin needs an individual starts tending to other level needs, namely security: they want to secure a safe job position, feel free from any pressures from the side of management, expect additional economic incentive programs and benefits. For the reasons outlined above organization managers should be aware that an employee with expressed security needs may become discontent if unforeseen changes or accidental events infringe upon his expectations regarding job prospects. According to Maslow, "the need for safety is seen as an active and dominant mobilizer of the organism's resources only in emergencies, for example, war, disease, natural catastrophes, crime waves, societal disorganization, neurosis, brain injury, chronically bad situations,"[159] [Maslow, 1998].

When security needs are essentially satisfied, managers are advised take notice that employees want to have work friends, join groups, and communicate with managers, partners of the organization as well as clients. An employee is likely to be unwilling to accept a manager's attempts to change their workplace or even place of residence if this would come at the expense of established work relations, however they

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[158] Maslow, A. H.: A Theory of Human Motivation. Psychological Review. 1943,Vol. 50, pp. 370 – 396

[159] Maslow, A. H.: Maslow on Management. New York. John Wiley & Sons. 1998

will likely accept those changes that bring them closer to their colleagues. Maslow assigned these needs to social ones.

As previously mentioned, *esteem needs* indicate an individual's need to receive recognition for their activity, to assume responsibility for a certain domain of work, etc. Unsatisfied esteem needs lead many people to helplessness and low self-esteem which, in turn, can cause a full-blown inferiority complex. Esteem needs represent the complexity of the human psychological system and indicate individual peculiarities. Overly simplified generalizations are insufficient in reference to this level of human needs as here we encounter the human value system and the individual's desire to feel unique.

Maslow noted that it is characteristic of a person to look for self-expression possibilities in various domains of life, but they first of all do so at work. The author attributed personal *self-expression* (self-realization, self-actualization) to the highest level needs in the pyramid of human needs[160]. These needs are expressed with the wish for self-growth, career advancement, creative work, participation in important decision-making processes. To satisfy self-realization needs, a person has to realize their potential, for example discover new talents.

Maslow's opinion is interesting that the highest *needs for self-actualization* arise only in case of a little number of people those are satisfied in their basic and psychological needs, those respect themselves, and those respect their own self-knowing. Author supplements a need for self-realization by a need for growth. These needs are expressed in so-called **meta-needs** (need for unanimity, balance, spontaneity, individuality, playfulness, autonomy, purposefulness, etc.). The meta-needs are less pressing in comparison to the basic needs but an arising and satisfying them "… strengthen a development to right humanity, to higher luck, and joy,"[161] [Maslow, 1968]. So, the meta-needs are motivationally more attractive and rousing especially in case of the individuals those devote themselves to the work, permanently try to achieve a maximal

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[160] We have to recognize that human self-realization or self-actualization were not coined by Maslow. Jung, Adler and Rogers among other renowned researchers singled out these needs, arguing that one's supreme goal in life is to realize their creative powers and individual unique qualities in line with inborn characteristics and circumstances.

[161] Maslow, A. H.: Psychology of Being. New York. 1968

level and results of all activities, perceive work as a space for full realization of their ambitions, dreams and resolutions, and those are able and willing to put in their work much more than average employees (for example: their fantasy, spontaneity, courage).

According to Maslow most people rank rather similar on the level of physiological and security needs, which he argued is not the case when it comes to esteem and especially self-realization needs. It is therefore important for a manager looking to determine an employee's higher-level needs to take into consideration that these needs:

- are abstract in the way they are expressed in comparison to lower-order needs;
- are strictly determined by the individual's experience;
- are of varying intensity;
- most often influence one another, therefore are difficult to distinguish and identify.

It is possible to describe **existing basic differences** between some levels of needs in following way:

1. ***The needs of higher level are satisfied internally***, the lower needs are almost satisfied by an external environment.

2. The satisfying needs of lower level is characteristic by using a principle of the ***reduction of a deficit***, it means, the need can be removed (it is not motivationally pressing) only if the conditions of its arising are removed. But the satisfying higher needs does not reduce these needs, just the contrary, it intensifies their experience urgency; these needs, in contrast to the physiological needs, are not-satisfiable[162] [Nakonečný, 2005, p. 192].

The author argued that the relevance of higher level needs does not develop by chance. In agreement with Maslow's theory, US psychologists Kalvin S. Hall and Gardner Lindsey argued that satisfaction of strongest priority needs leads to the manifestation of other needs in the hierarchy, which, in turn, cross over to the next step on the latter once they are satisfied[163] [1957]. An individual gradually begins to grasp the necessity of their satisfaction. Maslow felt that all human needs could be

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[162] Nakonečný, M.: Sociální psychologie organizace. Praha. Grada. 2005
[163] Hall, S. C. – Lindsey, G.: Theories of Personality. New York. Wiley. 1957

classified to those, which are satisfied through work, and those, which are satisfied in one's leisure time. In consideration of the possibility to satisfy needs within/outside of the work setting, Table 7 provides specific examples of needs according to Maslow's hierarchy.

The classification of the two different domains (work hours and leisure time) for satisfying needs outlined in Maslow's pyramid works to illustrate how individuals in pursuit of satisfying their needs see themselves and the motives behind their actions in different life circumstances. For example, an employee may be concerned with tidy clothing at work but have little interest in clothing during their leisure time. Also, an employee may pursue a wider range work-related social guarantees and all-the-while be indifferent to this need in their social life. To successfully motivate their employees, managers have to first of all be concerned with the motives that have a direct impact to needs satisfied in the work-setting. On the other hand, failure to make note of the fact that individuals behave differently at work and outside it, could lead work motivation experts to criticize Maslow's needs theory.

In the discussion on the concept of human needs in previous text, we had the chance to note that **human needs are often grounded on personal social practice**. Say if an individual is accustomed to having breakfast, dinner and supper, it is likely that they will feel hungry three times a day, though maybe it would suffice for them to eat two times a day. It is plain to see that every group of needs yields different consequences in the work-setting. Needs that are satisfied through work, such as that for convenient work conditions, taking part in reward programs, career advancement, etc. in themselves work to motivate employees, and can therefore be assigned to needs of direct influence. Needs satisfied outside of work (sleep, life free of violence, participation in community activities) have an indirect influence on employee motivation. It therefore makes sense that in view of motivating their employees, managers have to first of all tend to realization of direct influence needs.

From the point of view of total explanation of this theory, it is necessary to mention that apart from well arrangement and quick understanding of Maslow's theory, this one meets with critical even refusal opinions of several authors acting in area of modern motivating. Critics almost do not agree with an assumption that human need must be developed so much thoroughly hierarchically as Maslow presents. Also it

may be met a refusal of an assertion that after satisfying need of lower level, another need in hierarchy automatically will arise. It is neglected a possibility that total new, unexpected need may arise, and even with marked pressure.

Table 7: **Classification of needs satisfied through work/leisure according to Maslow's Hierarchy of Needs Theory**

Needs satisfied outside of work	Level of needs	Needs satisfied at work
Desired education, freedom of religion, favourite activities, personal development, etc.	**5. Self-realization**	The possibility to study, to be promoted, grow, be creative and take pride in one's work, the right to participate in important decision-making processes, etc.
Recognition from family, friends, community, etc.	**4. Esteem (self-respect) and status**	Participate in professional development programs, pursuit of recognition, higher status, desired responsibility, etc.
Family, friends, membership in different organizations, participation in community activities, etc.	**3. Social (belonging)**	Membership in a work group (team), good work relations, possibilities to communicate with organization partners, clients, colleagues, managers, subordinates, etc.
A safe political and societal situation (free of war, violence, epidemics, stable legal foundations), safe environment, personal housing facilities, etc.	**2. Security**	Predictable actions on the part of management, (desired, democratic), work-place guarantees, social guarantees, insurance, economically rewarding motivation programs, benefits, financial autonomy.
Air, water, food, shelter, sleep, sex, clothing, etc.	**1. Physiological**	Normal working conditions, tidy equipment, basic remuneration, individual bonuses, annual holidays, etc.

Additionally, American authors D. T. Hall and K. E. Nougaim, searching a behavior of managers in period of five years, do not confirm

an existence of this hierarchy at all[164] [1968, p. 12 – 35]. Searchers in their study come to the conclusion, that the preferences of physiological needs and safety needs of managers decrease with promotion of them, and vice-versa, the need for friendship, respect and self-realization obtains greater importance to managers. Searchers supplement the desire for promotion is a consequence of a purposeful rising change in working positions, and not a consequence of satisfying needs on lower level.

There can be added *further critical opinions* of opponents of Maslow's motivation model, for example:

1. Needs of different individuals can be *distributed differently* in the hierarchy than presented by the author, therefore this theory was not successful in proving the hierarchy of needs and failed to take into account individual differences[165] [Neverauskas, Rastenis, 2001].

2. The mechanism of how needs are regrouped in face of certain life circumstances is *unclear*.

3. The behavior of people from different countries is conditioned by *different* traditions and cultural experiences, which impacts the priority motives for one's activity and the hierarchy of needs, meaning this theory cannot be universally applied[166],[167] [Hofstede, 1980; Mockaitis, Šalčiuvienė, 2003];

4. Most of the provisions outlined in Maslow's theory were not confirmed in practice, making it a questionable foundation for a motivation theory[168] [Newstrom, Davis, 2000].

The aforementioned criticisms led to disproving the legitimacy of the research method employed by Maslow.[169]

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[164] Hall, D. T. – Nougaim, K. E.: An Examination of Maslow's Need Hierarchy in an Organizational Setting. Organizational Behavior and Human Performance. 1968, February, Vol. 3

[165] Neverauskas, B. – Rastenis, J.: Vadybos pagrindai. Mokomoji knyga. Kaunas. Technologija. 2001

[166] Hofstede, G.: Motivation, Leadership and Organizations. Do American Theories Apply Abroad? Organizational Dynamics. 1980, pp 42 – 63

[167] Mockaitis, A. – Šalčiuvienė, L.: Kultūros poveikio poreikių hierarchijai tyrimas trijose Baltijos regiono šalyse. Žurnal Ekonomika, 2003

[168] Newstrom, J. – Davis, K.: Organizacionnoje povedenie. Povedenie celoveka na rabocem meste. Sankt Peterburk. Liter. 2000

Any in-depth analysis of the prevalent tone in Lithuanian written sources on Maslow's hierarchy of needs would also uncover their rather critical edge. Unfortunately, it is not always easy to debate the critical remarks, as rarely do they feature necessary explanations and are often-times based on reasoning promoted in the former communist society. Take for example a provided response to a survey question "why does one strive to work better", namely that "all work, whatever its nature, has to be done well,"[170] [Sakalas, 2003]. The conclusions of whatever study this survey tool was employed in could hardly be legitimate when debating the statements inherent in Maslow's theory.[171]

There are more opponents of Maslow's Hierarchy of Needs Theory in Lithuania. Professor Bronius Neverauskas and Jonas Rastenis state that „this theory was not successful in proving the hierarchy of needs and in taking into account individual differences,"[172] [2001]. As they provide no explanation for this statement, we have to limit ourselves to

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[169] We could agree that Maslow himself indirectly facilitated the disproval of his research method by saying that there is little scientific information on the need to belong [Maslow, A. H.: Motivation and Personality. New York. Harper & Row Publishers. 1954]

[170] The extent to which such criticism aimed at Maslow's theory is grounded can be illustrated by another statement by Algimantas Sakalas, a Lithuanian expert in human resource management. The author correctly noted that "the ideology promoted within a state carries significant influence: orientation towards material well-being or on the contrary, as was the case in the Soviet Union, towards limiting needs." [Sakalas, A.: Personalo vadyba. Vilnius. Margi raštai. 2003]. In order to take an objective stance we have to agree that in the framework of planned economy human needs are limited, all-the-while promoting commitment to the system and good (according to Soviet standards, as observed by authors) work. Having rejected the ideological aspect, this environment can foster the pursuit for self-realization (good work) in one or another domain of activity – in the priority branches of science and industry, literature, art, sports, etc. When speaking of the aforementioned historic context, it is necessary to pursue an explanation why most respondents in studies carried out in post-Soviet states just a decade back were prone to choose as their main motive the response "all work, whatever its nature, has to be done well", while this statement in the context of a market economy would be considered a complete abstraction.

[171] In this dispute, we could agree with researcher Violeta Damašiene's stance, who linked the results of the aforementioned study with the peculiarities of organizing competition [Damašienė, V.: Valdymo pagrindai. (mokomoji knyga). Šiauliai. Šiaurės Lietuva. 2002]

[172] Neveuraskas, B. – Rastenis, J.: Vadybos pagrindai. Mokomoji knyga. Kaunas. Technologija. 2001

one conclusion made by Sakalas, who argued that if "there are few idealists for whom social values are more important than material ones, thus the suggested pyramid represents reality,"[173] [2003].

As mentioned earlier, Maslow's needs theory was criticized for failure to take into account what impact cultural traditions across different nations have on motivation processes. Audra Mockaitis and Laura Salciuviene, who employed research on the cultural impact on Maslow's hierarchy of needs, agree to the "possibility of grouping needs under Maslow's theoretical classification", however note that "the hierarchy of needs in states included in the study sample (Lithuania, Poland and Estonia – author's note) didn't match Maslow's original hierarchy", therefore "this theory is not universal,"[174] [2003]. However, the study sample included 90 respondents from eight companies based in the three states, leaving room to doubt whether its results are grounds enough to reach any conclusions on cultural differences in the said countries and their impact on employee motivation. Results of research carried out by authors of the publication illustrate that such conclusions with regards to Maslow's theory are representational only on the individual level and are typical of separate organizations only.

It may be noted that criticism on Maslow's hierarchy of needs theory made it to the post-communist stretch first of all from material published in Western countries. We can take as an example Dutch professor Geert Hofstede's position, who argued that Maslow's hierarchy of needs cannot be considered a universal explanation for the process of motivation[175] [1980]. American researchers John Newstrom and Keith Davis arrived to a similar conclusion, arguing that many provisions of the hierarchy of needs theory have no practical application[176] [2000].

We find that the author of the theory himself answered this critique in his following statement: "This classification of basic needs makes some attempt to take account of the relative unity behind the superficial differences in specific desires from one culture to another. Certainly in

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[173] Sakalas, A.: Personalo vadyba. Vilnius. Margi raštai. 2003

[174] Mockaitis, A. – Šalčiuvienė, L.: Kultūros poveikio poreikių hierarchijai tyrimas trijose Baltijos regiono šalyse. Žurnal Ekonomika. 2003

[175] Hofstede, G.: Motivation, Leadership and Organizations. Do American Theories Apply Abroad? Organizational Dynamics. 1980

[176] Newstrom, J. – Davis, K.: Organizacionnoje povedenie. Povedenie celoveka na rabocem meste. Sankt Peterburk. Liter. 2000

any particular culture an individual's conscious motivational content will usually be extremely different from the conscious motivational content of an individual in another society,"[177] [Maslow, 1943, p. 390]. We could agree with the resounding criticism when speaking on human motivation in the general sense of the word, firstly from the psychological point of view[178], however, when it comes to the work aspect, it is impossible to say that these differences are so important so as not to fit in with Maslow's suggested theoretical framework on the whole. Also, it would be impossible in the 21st Century to find different cultures with purely unique cultural features (meaning folklore). It should be noted that in the work environment, the process of cultural development is more dynamic and reflects the tendencies of globalization. Therefore we can absolutely support Maslow's idea mentioned a few decades back that "basic needs are more common-human than superficial desires or behaviors,"[179] [Maslow, 1943, p. 390].

Let's try to elucidate just how methodologically grounded is the criticism aimed at Maslow's Hierarchy of Needs Theory when it comes to ***employee motivation***. While criticizing Maslow for the varying distribution of individual needs, possibly falling out of line with his proposed hierarchy, opponents lose sight of Maslow's point that all needs can be grouped into those that can be satisfied at work and those that are met outside of the work setting (Table 7).

On the other hand, Maslow's supporters have recently been speaking up on his behalf. Maslow's friend and the author of over 80 different books (about Maslow's post-Freudian psychology), namely Englishman Colin Wilson, voiced the conviction that Maslow's contribution will be fully realized in the 21st Century[180] [Wilson]. The number of published

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[177] Maslow, A. H.: A Theory of Human Motivation. Psychological Review. 1943, Vol. 50

[178] While Maslow didn't claim his classification to be complete or universal for all cultures, he felt that his theory is more ultimate, more universal and more basic than the superficial conscious desires from culture to culture, and arrives to a somewhat closer approach to common-human characteristics.

[179] Maslow, A. H.: A Theory of Human Motivation. Psychological Review. 1943, Vol. 50

[180] Wilson, C.: New Partways in Psychology: Maslow and the Post-Freudian http://www.amazon.com/New-pathways-psychology-post-Freudian revolution/dp/0575013559

translations into other languages has recently taken a hike, including those into Lithuanian and Slovak, which enabled us to get better acquainted with the author's authentic ideas.

We must admit that within the realm of academic literature published in different states, one wouldn't encounter a single textbook on the theoretical framework of human resource management that would fail to pay reference to Maslow's Hierarchy of Needs Theory. Moreover, most of Maslow's supporters note that his theory is popular among practicing management experts and has secured its place as the most renowned theory on employee motivation.

At the same time, an analysis of theoretical literature would show that various human resource management experts note that Maslow assumed that lower-level needs had to be *fully* satisfied before higher-level needs would become expressed, an assumption they say to be scientifically proven, as employees do not have higher-level needs until lower ones are satisfied[181],[182] [Jewell, 2000; Newstrom, Davis, 2000].[183]

Contrary to this observation, Maslow's theory of needs stresses the importance of the ***relative degree of need satisfaction***. Different research results established that people never feel complete satisfaction of their needs, as most people, regardless of what they have already achieved, feel the need for more money, security, friends, respect, etc. This leads to conclude that new needs, those on higher levels on Maslow's hierarchy, emerge not because of complete satisfaction of lower level needs, but because of their *relative* satisfaction. "It is quite true that man lives by bread alone — when there is no bread. (...) With their physical needs relatively satisfied, the individual's safety needs take over and dominate their behavior," Maslow wrote back in 1954[184]

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181 Jewell, R. B.: An Integrated Approach to Business Studies. Longman. 2000

182 Newstrom, J. – Davis, K.: Organizacionnoje povedenie. Povedenie celoveka na rabocem meste. Sankt Peterburk. Liter. 2000

183 Retrospectively reviewing the change of intensity of human needs, we can note that even in the last centuries 3rd and 4th decades, when unstable economic conditions dominated in the Western world, physiological and security needs prevailed, which could be satisfied exceptionally by material and work organization means. However, when the Western society has achieved improvement in quality of life, the satisfaction of the mentioned needs was solved and became less relevant.

184 Maslow, A. H.: Motivation and Personality. New York. Harper & Row Publishers. 1954

[1954]. Analogically, the author explains situations where social needs become dominant.

Michael H. Mescon together with his colleagues back this idea in his book "Management", saying that the significance of needs in the process of motivation is infinite[185] [1997]. Maslow, who himself acknowledged a similar idea, agreed that it is normal for people to have needs that are both partly satisfied and at the same time unsatisfied, and underlined the different levels of needs in his hierarchy as not being discrete steps[186] [1954]. In keeping with the provision that higher-level needs are determined by relative satisfaction of lower-level needs, Maslow agreed that *a person's behavior is mostly motivated by the most important needs at a given time i.e. the dominant needs*. Take for example an organization undergoing reshuffling of the management structure, which oftentimes leads to a reduction in the number of staff. In this case scenario, the needs for self-realization, respect and even the importance of social needs wane giving way to prevalence of safety needs. There are cases when an individual's life changes to the point that the sole condition for their survival, and thus the one and only need, coincides with a person's physiological nature. To illustrate how this can happen, Mescon pointed to an incident in 1975, when what he said normal people were reported to have eaten their deceased travel mates in a struggle to survive after an airplane crash left them stranded in the Andes Mountains[187] [1997].

James Stoner and co-authors of the book "Management" mostly supported Maslow's needs theory, however indicated that while some people want to satisfy their main needs only through work (people of lower social status, not fully literate etc.), others are attracted by the possibility of being recognized and being able to realize their full potential[188] [2001]. The latter consciously sacrifice security needs (pilots, astronauts, divers, climbers, acrobats performing complicated tricks, etc.)

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[185] Mescon, M. – Albert, M. – Chedouri, F.: Osnovy menedzmenta. Moskva. Delo. 1997

[186] Maslow, A. H.: Motivation and Personality. New York. Harper & Row Publishers. 1954

[187] Mescon, M. – Albert, M. – Chedouri, F.: Osnovy menedzmenta. Moskva. Delo. 1997

[188] Stoner, J. A. F. – Freeman, E. R. – Gilbert, D. R.: Vadyba. Kaunas. Poligrafija ir informatika. 2001

and, to realize their specific personal goals, they choose a life-threatening line of work. For most of these individuals, self-realization is the reflection of what stimulates them (the pursuit of competence and standing out). An example from Newstrom' and Davis' book "Organizational Behavior. Human Behavior at Work" well illustrates this point:

"An aficionado of extreme adventures, William Steger was at the helm of a group out on a dog sled expedition to the North Pole. The trip was dangerous, physically and emotionally exhausting (unpredictable events, limited food resources, permanent lack of sleep and extremely cold temperatures). The moment when six participants reached „the top of the world" was infinitely triumphant. They also felt that they have used their personal and group resources to the maximum. After this success Steger arranged even more complex travels to the Antarctic, and later moved on to repeat them in Alaska,"[189] [2000].

Another group of people who can be said to exhibit atypical behavior could be those that often sacrifice even their physiological needs, say those following a bohemian lifestyle. Did Maslow take into consideration these subcultures when devising his theory of needs? Undoubtedly he was aware of their existence, as in one of his discussions Maslow pointed out that while so far he'd been talking about the fixed order of the different levels in his hierarchy of needs, the hierarchy itself is not as solid as he'd previously believed, pointing to some exceptions, like individuals for whom the need for self-respect places above that for love[190] [1943].

The presented review of Maslow's theory shows that there are researchers who criticize the author and those who support him. Despite of opponents' criticism, Maslow's hierarchy of needs concept received more attention from managers than any other motivation theory, Stoner and his colleagues underlined[191] [2001], because it provides a relatively useful description of the process of motivation. This theory paved the way for managers to become familiar with individual needs of relevance

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[189] Newstrom, J. – Davis, K.: Organizacionnoje povedenie. Povedenie celoveka na rabocem meste. Sankt Peterburk. Liter. 2000
[190] Maslow, A. H.: A Theory of Human Motivation. Psychological Review, Vol. 50, 1943. pp. 370 – 396
[191] Stoner, J. A. F. – Freeman, E. R. – Gilbert, D. R.: Vadyba. Kaunas. Poligrafija ir informatika. 2001

to their employees, and make use of the opportunity to take the necessary measures to satisfy them and thus foster their pursuit of personal and organizational goals.

David Boddy and Robert Paton in "Management: An Introduction" provide a case example on the practical applications of the Hierarchy of Needs Theory [1999]. A co-worker from the US-based *Benefits Agency* in a bid to harmonize the company's traditional employee reinforcement measures with Maslow's hierarchy of needs, made the following proposals to the management to boost staff motivation (see Table 8).

The presented table illustrates that agency managers, having clarified the individual needs hierarchies of their employees, have the possibility to customize individual motivation programs (measures).

The rise of Maslow's Hierarchy of Needs Theory corresponded with a period of global turbulence and deprivation. Naturally, at such a time, the question of how essential human needs (physiological and security) may alter at a more economically favourable time was of little relevance. Contemporary society creates the conditions for satisfaction of basic human needs, therefore, in pursuit of higher organizational goals, most employees can be motivated by means of special attention to satisfying their esteem and self-realization needs. As we can see, an improvement in the general quality of life leaves lower-level needs only partially important to most people.

It would seem that criticism on Maslow's theory is grounded only insofar as it is viewed in the context of a certain stage of societal development, as change in the economic, social, political situation unavoidably calls for accepting one or another of Maslow's ideas. Researcher Edwin Nevis argued that the needs of working-age individuals in developing countries in comparison to developed states are on a relatively lower level. In his opinion, motivation measures applied in the US could be completely ineffective in, say, Mongolia or Uganda[192] [1983]. This conclusion could be directly associated with another point discussed in section 3.1, namely that the cultural norms and values in place in certain communities could have an impact on the priority areas that motivate people.

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[192] Nevis, E. C.: Using an American Perspective in Understanding Another Culture: Toward Hierarchy of Needs for the People's Republic of China. Journal of Applied Behavioral Science. 1983, Vol. 19, No. 3

Table 8: **Means to satisfy the needs of staff at the Benefits Agency according to Maslow's Hierarchy of Needs Theory**[193]
[Boddy, Paton, 1999, pp. 226 – 227]

Levels of needs according to Maslow's hierarchy	Means to satisfy the needs
Physiological	Good working conditions Stable pay
Security	Good pension without the employees having to make deposits during their employment period at the agency Safe work conditions Agency's employment policy does not provide for staff cuts Paid sick leave
Social	Sports and social clubs (local and national) Get-together evening parties/receptions at the agency Support for non-formal activities
Esteem	Prestigious line of work Career prospects
Self-realization	Possibilities to continuously strive for a career Support for higher education (provision of time for studies and coverage of study expenses)

To apply the Hierarchy of Needs Theory in contemporary settings one needs to take into consideration the fact that work occurs in a setting of complex relations between managers and staff - both with their different needs and experiences – and in a system of values accepted by a work collective, a combination that poses a great challenge for managers in various levels.

In view of motivating their employees, **managers should**:

- identify the needs of every individual employee;
- recognize the various goals their employees have set for themselves;
- allow that employees satisfy needs of relevance to them at a given point in time;

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[193] Boddy, D. – Paton, R.: Osnovy menedzmenta. Sankt Peterburk. Liter. 1999

- realize that constant application of the same motivational measures (especially those aimed at lower-level needs) works to decrease employee motivation.

The review of Maslow's Hierarchy of Needs Theory points to a conclusion that application of this theory in practice **can help organization managers**:

- identify how intense different level needs are for their staff (the entire staff, a branch, and separate departments) and the hierarchical distribution of those needs;
- establish a common program of motivational measures for employees;
- co-ordinate the process of employee motivation in the framework of the common program, using measures that satisfy the individual needs of all employees.

All of the examples discussed above allow us to conclude that Maslow's suggested hierarchy of needs in essence does not exclude the possibility of objective evaluation of the distribution of a person's individual needs, and can be applied to study the prevalent needs within a society as well as their hierarchy and developmental tendencies (more on this will follow in the discussion on our research results). The given examples also very clearly illustrate that managers willing to best motivate their employees should be very knowledgeable in the field of individual human needs.

Our research conducted starting 2003 with bachelor and master-level students in various levels of studies in Lithuania's higher education institutions (colleges and universities) and employees subject to discharge from work, with 2279 respondents tested to this day (2171 from Lithuania, 41 from Latvia and 67 from Slovakia[194]), clearly demonstrates why most of our organization managers employ Maslow's theory in pursuit of motivating their employees.

Respondents were asked to provide their opinion on 20 statements related to various workplace issues, namely wage, work conditions, the importance of equipment utilized, description of managerial efforts in creating a proper work atmosphere and supervising employee activity,

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[194] Even though deviation of study results from Latvia and Slovakia are not essential, these results are excluded from the discussion because of the small sample.

circumstances that improve the work process and create possibilities for assuming responsibility.

Study respondents were able to express their opinion on the said situations by marking on a provided scale answers ranging from "strongly agree" to "strongly disagree". Test results were ranked on a 100-point scale, with answers that scored:

a) less than 30 points seen as needs that are weakly expressed;

b) 30 – 60 points seen as moderately-expressed needs;

c) 60 – 80 points seen as strongly-expressed needs.

A few essential assumptions on Maslow's hierarchy of needs were employed in assessing respondent answers to test questions[195]:

1. The level of physiological needs has to always be positive, i.e. score over 0 points.

2. The intensity of all different level needs may be similar, however cannot all reach the maximum value of 100 points.

3. Because of the peculiarities of personal character traits or attitudes, some level needs can reach negative values. For example, an extreme introvert would try to avoid the company of their co-workers, parties, etc.

4. When it comes to individuals seeking a higher education diploma, especially those enrolled in master-level studies, self-realization needs wouldn't be likely to get negative scores.

Our research results presented in Figure 7 in essence confirm Maslow's ideas about the hierarchy of human needs formulated over six decades back.[196]

As could have been expected, there were no identical variations of responses to the study survey. This comes as no surprise as different people have varying priority needs and of varying intensity because everyone is influenced by a combination of different motives for action.

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[195] Results of those respondents whose scores didn't comply with the outlined assumptions were excluded from the discussion.

[196] The study sample was non-random, therefore we couldn't reliably claim that the results fully reflect the situation on the national level, however the information gathered in the framework of the study is useful in the qualitative sense, insofar as it helped reveal certain tendencies in how motivation processes are understood on the theoretical level and made for providing useful and practical recommendations.

The main goal of this research was to determine the general phenomenon and its tendencies, and make recommendations that could be useful to employers on the question of employee motivation.
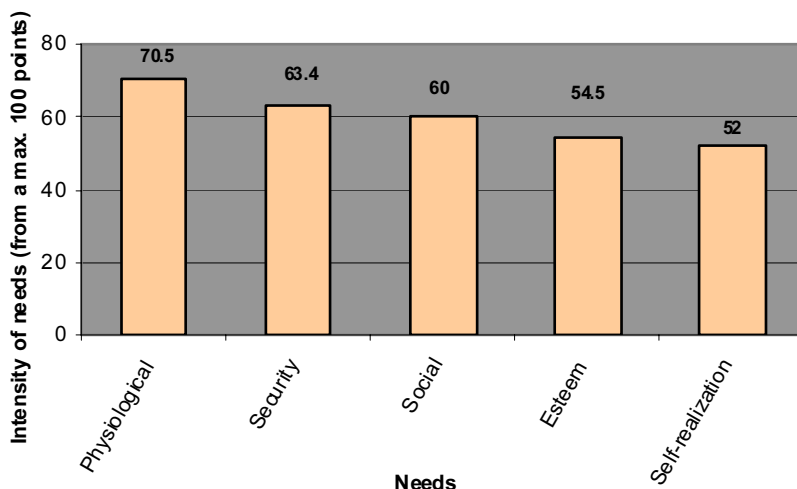
Figure 7: **Intensity of needs among Lithuanian respondents according to Maslow's Hierarchy of Needs Theory**

Research results revealed that over 80 percent of respondents attributed most importance to physiological needs – this level scored 70.5 points, which essentially corresponds to the current economic situation in Lithuania. However, respondents attributed importance not only to the wage levels in general (which in comparison to the EU average is lagging behind a few times), but linked them with work efficiency, agreeing that employees with good work performance should be getting raises in the form of various bonuses[197]. According to respondents, man-

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[197] This position of the respondents who participated in our research completely correlates with the research results published by F. Herzberg in 1954 of moral climate of the collective, in which 1382 various levels line managers participated. The research

agers in sample organizations have to pay more attention to improving work conditions. None of the respondents found physiological needs to be unimportant, meaning that managers should focus special attention on the satisfaction of these particular needs.

Another important level of needs for our respondents was those for safety (69.5 points). Respondents note the importance of knowing the goals set for them, and value highly the establishment and implementation of additional benefit programs, however, the declining economic situation over the recent years in itself made workplace stability guarantees more important over other aspects. Safety needs are most important for every $10 - 12^{th}$ respondent; however results illustrated that, for almost 70 percent of the study sample, their intensity in Maslow's hierarchy placed second, which indicates the importance of taking these needs into account when trying to motivate employees to produce better work output in Lithuania's current settings.

Social needs were considered to be essential in Maslow's pyramid for only $5 - 6$ percent of respondents (scoring an average of 60 points). For such individuals it is of utmost importance to work in a friendly collective, they don't fare well with impersonal management, etc. However, social needs played no role in the workplace for every tenth respondent. Moreover, almost .5 percent of the respondents were extreme introverts, who find close links with the work collective to be an interfering rather than a motivating factor.[198] The rest of respondents agreed that relations at work are "more important than unimportant", thus every organization should aim that workplace relations are not grounded on the outdated manager-subordinate formula, but instead become partner-like both among co-workers and their relations with management. However, partner-like relations are not always possible to achieve in the

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of Herzberg indicated that unjust distribution of salaries in the collective more often than its absolute level created critical situations.

[198] Here it is important to note that many researchers arrive to similar results in their research. For example, Herzberg's studies led him to conclude that interpersonal relations were important for a record low amount of studied cases. The consistency of these study results allow us to make what in our opinion is an assumption of major importance to understanding motivation theories, namely that the intensity of social needs are influenced not by the work surroundings, but the personal traits of every individual. McClelland's theoretical insights are also in line with our said presumption.

work settings (this can happen for a number of reasons, like the dominance of an authoritarian management style among managers, lacking employee loyalty to an organization, etc.), therefore managers, who strive for good interpersonal relations in their workplace, should pay constant attention to this aspect of the working environment. Various courses on righteous behavior, which as of recently have gained popularity, can be one of the measures to improve workplace relations.[199]

There were under 5 percent of respondents who were most concerned with **self-realization** needs, namely 3 – 4 percent of the polled. Such respondents feel that work can always be made more interesting, they would be pleased with increasing possibilities for self-control and decision making, they like to place significance on their activity and feel proud of what they do. Similarly to the needs for esteem, every 10 – 12th respondent placed no importance on self-realization needs. Moreover, for 1 – 2 percent of the polled, any prompts on the part of management for self-growth and self-realization could in fact be detrimental to their work performance. Respondents on average attributed 52 points to the intensity of these particular needs.

Respondents felt that management's failure to involve their staff in the processes of change, their tendency to dodge expected support to employees enrolled in university studies and training to improve work skills leave the latter with limited possibilities to realize their self-realization needs, many have to postpone the need for self-growth, creative work output and participation in important decision-making processes. In our opinion, this led to a loss of human capital on the extent of the entire community.

Research results lead to conclude that *physiological, safety and social needs in Lithuania's organizational settings are seen as strongly expressed, all-the-while esteem and self-realization needs are seen as only moderately important*. The prevalence of this tendency up to this day reflects poor managerial knowledge on individual employee needs, and, in turn, insufficient efforts aimed at motivating their staff.

As we can gather from our results, respondent needs were distributed in precisely the order proposed in Maslow's Hierarchy of Needs

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[199] Good behavior courses yet 50 years before effectively served for improving work relations in may organizations of Western Europe.

Theory. Moreover, research results indicate that in order to fully understand human needs, one needs to take into consideration the assumption of their relative satisfaction, and that all of the surveyed had various level needs simultaneously, albeit of varying intensity.

When grouping respondents according to certain characteristics, we can also determine the differences in the intensity of prevalent needs for a certain group. For example, we compared the intensity of needs among Vilnius College students who scored very high (9 – 10 out 10 possible points) on management and human resource management subjects and those with poor scores (5 – 6 points) (see Figure 8).
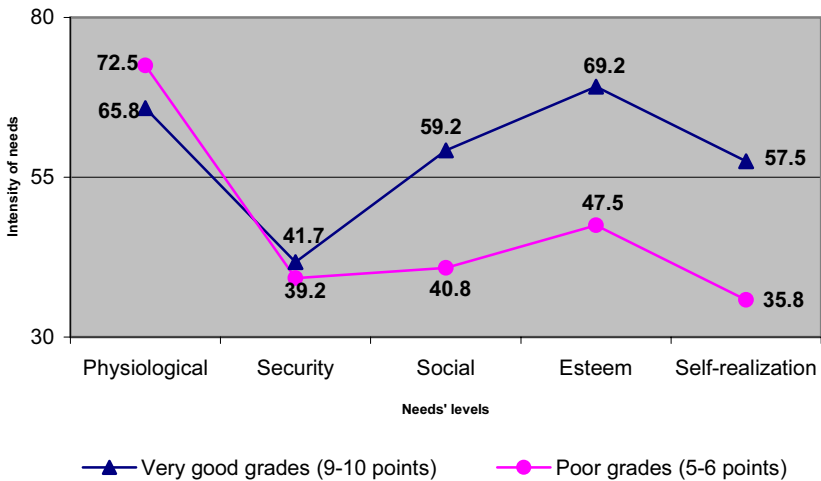
Figure 8: **The intensity of needs among Vilnius College students according to Maslow's Hierarchy of Needs Theory based on grades**

We can see that the students with poor grades have respectively more expressed physiological needs (which are usually caused by lower family income), with other level needs attributed less importance. When speaking of the said respondent groups, we can find the biggest differences on the levels of esteem and self-realization needs, which in the

study sample constitute just 68.6 and 62.2 percent of the levels of more advanced students.[200]

The global financial crisis that unfolded in the second half of 2008, which later evolved to an economic crisis only went on to confirm Maslow's conclusions on the fact that dominant human needs are subject to change. Theoretical information that we have accumulated helps to evaluate research results from the aspect of a changing economic situation within a country. The intensity of needs identified during various periods in time (see Figure 9) shows an increased importance of physiological (almost by 3 percentage points) and especially safety needs (by 13.1 percentage points: from 61.5 percent in the earlier period to 74.6 percent in 2009).
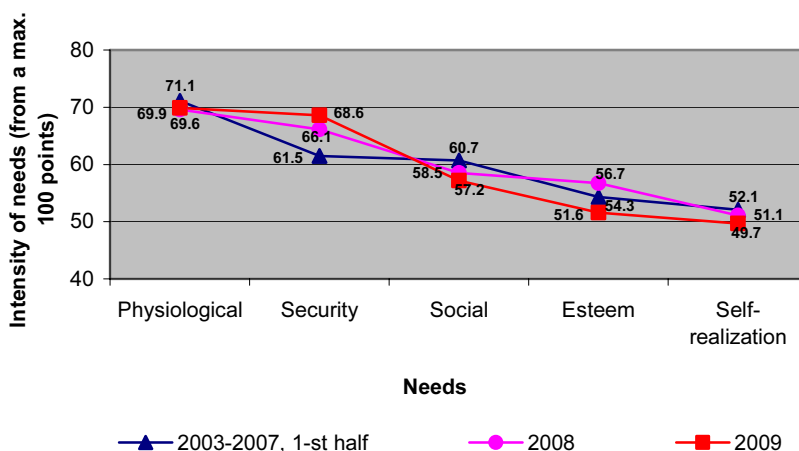
Figure 9: **Change in the intensity of needs among Lithuanian respondents in the period of 2003 – 2007 and 2008, 2009 according to Maslow's Hierarchy of Needs Theory**

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[200] It is no secret that a portion of university students are enrolled not for achieving knowledge and improving their skills, but instead for the sole purpose of getting higher education diploma. This aspect among others explains the relatively low intensity of needs for esteem and self-expression among students with poor grades. Moreover, research results quite clearly confirm Maslow's idea that the biggest individual differences are found in the levels of esteem and self-realization needs.

These results show that as the economic situation deteriorates, most people tend to become justifiably anxious over their possibilities for keeping their place in the labor market. It makes perfect sense that with dropping wages and economic shortages, people become overcome with negative feelings over the worsening economic situation, which leads to the increasing importance of physiological needs. Because the crisis unfolded to its full in Lithuania only from mid 2009, it is impossible today to give any consistent accounts on the changes to social, esteem and self-realization needs of the inhabitants, however a likely assumption is that with the persistence of the crisis, highest-level needs would gradually lose importance. This leads to assume that the financial and economic crisis that developed world-wide in the second half of 2008 and gained momentum in the first half of 2009 had a detrimental effect on the structure of human needs. Moreover, our observations made over a number of years lead to conclude that changes in the external environment have the least impact on the change of social level needs.

Our research evidently confirms Maslow's conclusion that human behavior is most influenced by their dominant needs at a given point in time. Also, not only did the research results not work to disconfirm Maslow's hierarchy of needs, but in fact clearly illustrated its relevance to understanding the process of employee motivation, therefore managers looking to motivate their employees have serious grounds for taking an interest in this particular theory.

The basics for understanding Maslow's Hierarchy of Needs Theory*:* the model of the hierarchy of needs provides for that every individual has various-level needs which they strive to satisfy. One is first of all motivated by needs that are most relevant at a given point in time. Relative satisfaction of certain needs leads to their replacement with what are usually higher-level needs, and vice versa, deteriorating possibilities for satisfying basic needs makes those needs even more significant, leaving needs for esteem and self-realization less important for the time period.

5.4.
Herzberg's Two-Factor Theory

When conducting various studies on human resource management, one often finds that employees claim discontent with their manager's skills to properly motivate them to produce more effective output. On the other hand, renowned expert in organizational behavior Stephen P. Robbins notes that most managers also believe that people are simply no longer motivated when it comes to work[201] [2003]. This opinion may be bolstered by many a manager's conviction that their employees can be driven only by good pay, flexible working hours and profit from health insurance and pension benefits, etc, while more appealing work activity, achievements and the like are not considered requisite for productive work output. This point of view is not incompatible with that of human resource management experts, which find the current situation to be a result of unfit human resource management and work organization[202],[203],[204] [Kinni, Donahue, 2005; Robbins, 2003; Sakalas, Savanevičienė]. Our research on how ready managers are to participate in change also testify to the fact that managers display the least skills when it comes to motivating employees to be active participants in under way transitions[205] [Grazulis, Jagminas, 2008].

The discussion on Abraham Maslow's Hierarchy of Needs Theory in section 3.4 brought to light that certain historic circumstances prevented this theory from answering one important question for the practice of human resource management. The question is of the *role of primary needs* in a country where the quality of life capacitates a person to fulfill them, and a manager's efforts to motivate employees with addi-

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[201] Robbins, S. P.: The Truth About Managing People: ...and Nothing but the Truth, The. Pearson Education, publishing as Financial Times Prentice Hall PTR. 2003

[202] Kinni, T. – Donahue, K. B.: The Results – Driven Manager: Motivating People for Improved Performance. Harvard Business School Publishing Corporation. 2005

[203] Robbins, S. P.: The Truth About Managing People: ...and Nothing but the Truth, The. Pearson Education, publishing as Financial Times Prentice Hall PTR. 2003

[204] Sakalas, A. – Savanevičienė, A.: Įmonės krizių valdymas. Vadovėlis. Kaunas. Technologija. 2003

[205] Grazulis, V. – Jagminas, J.: Discovering Possibilities in Personnel Management in an Environment of Challenges. Public Policy and Administration. 2008, No. 24, pp. 79 – 91

tional benefits and the policy of protection does almost nothing to increase their motivation to perform better at work. These facts spurred much confusion on how managers should behave, or how they could impact the behavior of their employees in one or another case scenario. The uncertainties that arose from attempts to motivate employees prompted some behaviorists, including US psychologist Frederick Herzberg, to continue research on the content of employee needs.[206] Theories Herzberg developed in the end of the sixties besides being critical of Maslow's model also replenished it with new elements and presented modified schemes of the hierarchy of needs[207] [Herzberg, Mausner, Snyderman, 1959].

Together with his contemporaries Bernard Mausner and Barbara Snyderman, Herzberg used the critical incident technique to conduct research on employee work attitudes in a big paint company. The study sample consisted of 200 engineers and the same number of accounting staff. Respondents were asked to answer two questions, namely to describe situations when they feel especially good after finishing a work task and when finishing a job makes them feel very discontent. After analyzing the research results, Herzberg published his *Two-factor theory*, those represents *motivation-hygienic approach to the motivation*[208] [Herzberg, 1966], also known as the motivation-hygiene theory.

Based on his research results, Herzberg arrived to a conclusion that there are factors that motivate people to perform better at work. These factors, being essentially different from those work factors that prompt dissatisfaction, could be separated and grouped, and were therefore coined as ***motivators***. Respondents attributed personal achievements (for example carrying out complicated work), recognition (personal or public), increased responsibility (organizing their own work, direct cooperation with organization partners and clients, management of material and

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[206] We must acknowledge that research on human willingness to work was in motion even earlier, as we can gather from over 150 published articles and publications. However, somewhat later, in 1993, Herzberg in one of his letters questioned the presumptions used by researchers as both job satisfaction and dissatisfaction were being assessed in one system of coordinates, which he felt led them to arrive to invalid conclusions.

[207] Herzberg, F. – Mausner, B. – Snyderman, B. B.: The Motivation to Work. New York. John Wiley & Sons. 1959

[208] Herzberg, F.: Work and the Nature of Man. Cleveland. 1966

financial resources, the right to make decisions), career possibilities (new knowledge and experience as prerequisite for pursuing a career) were among other factors that respondents attributed to the motivator group[209] [Herzberg, Mausner, Snyderman, 1959]. These factors are directly linked with work content and rewards for work results. In the opinion of the study sample, motivators led them to feel that they are growing psychologically and realizing their potential.

Respondents also described factors that merely act to sustain their work habits. When analyzing the answers, Herzberg noticed that respondents attributed money, even though it was believed to have motivating power, to what the author later tagged as ***hygiene factors***. Of course, money was found to assume a significant place in the lives of most blue-collar workers and even white-collar workers, as it reveals the public status of the latter. Managers erroneously assume that special focus on work pay will also act as an ideal motivator. Overestimating the significance of work pay oftentimes leads to unpredictable negative consequences, which come at the expense of both the employees and the organization as a whole, lead to complicating the wage system, fluctuation of wages, negative impact of trade unions, failure to stick to payment schedules, etc. The study revealed that organizational policy aspects such as work stability, administrative style in an organization, wages, work conditions, employee benefit programs, relations with management and co-workers and the established order of supervising work organization and subordinate staff are external factors that are not directly related to work, which manifest as hygienic factors and are insufficient to motivate employees to give their best at work[210] [Herzberg, 1968].

The hygienic work environment is usually based on the principles of equality and justice of management, which managers have to ensure. Failure to warrant principles of justice and disorganization of work can become grounds for employee dissatisfaction. The consequences can often manifest in employee complaints, where the complaints themselves may not be directly related with work (temperature in the work area, in-

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[209] Herzberg, F. – Mausner, B. – Snyderman, B. B.: The Motivation to Work. New York. John Wiley & Sons. 1959

[210] Herzberg, F.: One More Time: How Do You Motivate Your Employees? Harvard Business Review. 1968. January/February, pp. 56 – 57

flexible lunch break time, etc.), which testifies to an unhealthy psycho-
logical work environment.

Employees feel that a good hygienic work environment is the direct
responsibility of managers, therefore the said circumstances led to an
understanding as to why a positive assessment of hygienic factors
doesn't in itself promote work satisfaction, but instead just works to rid
of potential dissatisfaction. Lack of managerial attention to hygienic fac-
tors unavoidably leads to employee dissatisfaction, which, in turn, is
cause for poorer work results[211]. Herzberg's study found that satisfac-
tory hygienic factors help to avoid dissatisfaction and are prerequisite
for employee satisfaction, which is why the author noted that deposing
of the feeling of dissatisfaction is no less important as maintenance of
one's spiritual health and work satisfaction[212] [Herzberg, Mausner, Sny-
derman, 1959].

Herzberg was among the first scholars interested in employee moti-
vation to notice that individuals experiencing a surplus of factors he
called motivators – achievement, responsibility, advancement, etc. – are
more satisfied with their work activity[213]. This makes an employee feel
better prepared to overcome challenges and tolerate drawbacks concern-
ing wage, working conditions, relations with co-workers and other envi-
ronmental factors, which Herzberg called hygiene factors. The author
also arrived to a conclusion that while satisfaction factors have little
power to cause employees to have negative emotions, they also don't
increase their work productivity and quality of work output, noting that
in view of motivating their staff, managers must warrant use of both hy-
gienic factors and motivators. In line with this provision, and recogniz-
ing the significance of motivators for work satisfaction and increased

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[211] As we recall, the Soviet Union was founded on the principle of equality, based on
the satisfaction of only the basic human needs. Herzberg's Two-factor theory in a
sense answers the question as to why the Soviet economic system was unavoidably
headed for bankrupcy.

[212] Herzberg, F. – Mausner, B. – Snyderman, B. B.: The Motivation to Work. New
York. John Wiley & Sons. 1959

[213] It has been found that motivators were discovered and widely applied in Japanese
management practice already a few decades back. It is also acknowledged that this
was the core foundation of the so-called Japanese economic phenomena. Moreover,
the country's managers are appraised for their ability to make maximum use of mo-
tivating factors.

efficiency, Herzberg also noted that **both factor groups play an important role in the system of human needs**[214] [Herzberg, Mausner, Snyderman, 1959].

Figure 10 features a model of the motivation process based on Herzberg's Two-factor theory. Herzberg's research led to other important conclusions, namely that the concepts of satisfaction and dissatisfaction are not opposites as the factors they involve are not interconnected and carry individual capacity for impact. The author himself wrote that the research conducted with his colleagues and discussions with experts led to an understanding that factors that bring about job satisfaction are essentially different from those that cause job dissatisfaction. He argued that when analyzing causes behind job satisfaction and dissatisfaction one has to investigate two different factor groups, meaning the two feelings are not opposites – the opposite of job satisfaction is lack thereof, not dissatisfaction or the other way around[215] [Herzberg, Mausner, Snyderman, 1959].

It means that the more strongly "motivators" act, the greater is reason to work diligently and the higher is satisfaction from work. Gradation of negative characteristics of "hygiene factors" increases dissatisfaction and weaken a motivation to work. But improving them only reduces dissatisfaction, it does not increase satisfaction. Thereto, if executive of organization wants to strengthen positive motivation of the employees, specialists and mangers, it must provide not only suitable influence of "hygiene factors", but especially of "motivators".

An important impact of accepting this theory conclusions is fact that the ***dissatisfaction is not opposite of satisfaction, and vice versa,*** but that between them exists some inter-degree of some not-dissatisfaction, no satisfaction, i.e. a neutral standpoint of the subjects of management and motivating. A difference between the motivational factors and the maintenance factors is similar a difference between the internal and the external motivators[216] [Donnelly, Gibson, Ivancevich, 1997, p. 295].

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[214] Herzberg, F. – Mausner, B. – Snyderman, B. B.: The Motivation to Work. New York. John Wiley & Sons. 1959

[215] Herzberg, F. – Mausner, B. – Snyderman, B. B.: The Motivation to Work. New York. John Wiley & Sons. 1959

[216] Donnelly, J. H. – Gibson, J. L. – Ivancevich, J. M.: Management. Praha. Grada. 1997
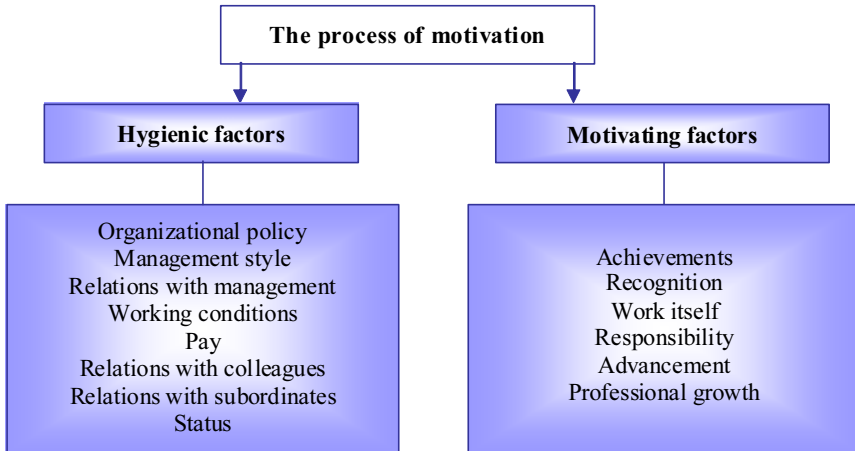
Figure 10: **The basic scheme of Herzberg's Two-factor theory**

F. Herzberg draws attention to the fact, that it is not sufficed to strengthen motivation only by improving external conditions, i.e. by context of work. A strong motivational charge is just contented in an improvement in quality and attractiveness of internal conditions, i.e. content and understanding of work inside the organization. Thereto, such possibility is really motivating which enables employees to do work which is projected with strong motivation accent, which is sufficiently attractive, interesting, which is able to utilize and develops total potential of its performer. A realization of work projected in this way is highly motivating and, at the same time, it represents a desirable reward of employees or experts.

Herzberg's Motivation-Hygiene Theory, just as any other a renowned theory on motivation, was subject to rigorous criticism. Herzberg's research methods were subject to most criticism, as it was questioned whether with its limited applicability – orientation towards the white-collar employees – this theory could be considered a theoretical basis for explaining the mechanism of motivation[217],[218],[219] [Bockman,

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[217] Bockman, V. M.: The Herzberg Controversy. Personnel Psychology, Summer 1971, pp. 155 – 189

1971; Evans, 1970; Newstrom, Davis, 2000]. Experts oftentimes base their criticism on the fact that so far the practice of management has failed to warrant sufficient fulfilment of self-realization needs for all who find them relevant. Moreover, it has been noticed that the way Herzberg's interview questions were formulated in a sense determined respondent answers, as people usually link pleasant situations with their personality and objects they have control over, and, on the contrary, unpleasant situations are usually attributed to roles assumed by other individuals and situations that are out of one's reach.

Summarizing the results of over 30 different reviews of Herzberg's Two-factor theory, Robert House and Lawrence Wigdor concluded that the same factor could bring job satisfaction to some employees and dissatisfaction to others, and argued that different people in certain situations can be motivated not just by motivators but by hygiene factors as well[220] [1967].

Herzberg's theoretical attitudes have also drawn criticism among Lithuanian scholars. While Violeta Barvydiene agrees that Herzberg "expanded the concept of motivation", she finds that his "theory doesn't take into account most situation-defining changes which are related to the situation. This means that, in order to explain the mechanism of motivation, many behavioral and environmental parameters have to be considered,"[221] [2005].

Organization managers are sometimes known to use researcher criticism with regards to motivation theories. However, defending his concept, Herzberg pointed out that managers often employ unfounded assumptions that employee motivation based on one or another theoretical model is not a rational practice. Herzberg felt that those assumptions may rise from the fact that managers overestimate the volatile nature of work-related needs and feel that all that employees say about their needs

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[218] Evans, M. G.: Herzberg's Two-Factor Theory of Motivation: Some Problems and a Suggested Test. Personnel Journal, January 1970, pp. 32 – 35

[219] Newstrom, J. – Davis, K.: Organizacionnoje povedenie. Povedenie celoveka na rabocem meste. Sankt Peterburk. Liter. 2000

[220] House, R. – Wigdor, L. A.: Hezberg's Dual Factor Theory of Job Satisfaction and Motivation: A Review of the Evidence and a Criticism. Personnel Psychology. 1967, Vol. 20, pp. 369 – 389

[221] Kasiulis, J. – Barvydienė, V.: Vadovavimo psichologija. Vadovėlis. Kaunas. Technologija. 2005

is temporary and not in any way systematic, thinking it all the more reason to ignore them[222] [Herzberg, Mausner, Snyderman, 1959].[223]

Therefore, managers looking to uncover employee expectations can delve into Herzberg's Two-Factor Theory to see the links between an organization's long-term and tactical activity and utilize the possibility to pursue better employee motivation. Research conducted by Herzberg and his colleagues for the first time answered the question that much plagued experts in the field of human resource management, which is why employees, whose primary needs have been sufficiently fulfilled, cannot be motivated on the physiological, security and even the social level, all of which in the long run become just hygiene factors in the work setting. The research in question also yielded the answer to yet another topical question, revealing that managers aren't likely to win much from focusing on ways to awaken motivators until hygienic factor needs are sufficiently fulfilled.

By singling out in the concept of human needs environmental and work-related factors, which carry an autonomous impact, Herzberg provided proof that amid a high quality of public life, managers can effectively apply a system for satisfying the needs of their staff.

Various research results and data from statistical reports yield a conclusion that times described by Dinesh D'Souza, when people used to experience a strong sense of satisfaction and meaning for being able to sustain their family and protect their children from poverty[224] [2000] have passed, or are at least becoming a thing of the past.[225] It seems that the answer to what gave rise to Herzberg's Two-Factor Theory lies *within change in the social-economic environment*.

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[222] Herzberg, F. – Mausner, B. – Snyderman, B. B.: The Motivation to Work. New York. John Wiley & Sons. 1959

[223] This managerial attitude towards employee motivation would undoubtedly fall under the provisions of McGregor's X theory and could hardly be expected to be successful.

[224] D'Soluza, D.: The Virtue of Prosperity: Finding Values in an Age of Techno-Affluence. Simon & Schuster. 2000

[225] It would seem that the current global financial and economic crisis works not only against disproving the presented conclusion, but, on the ontrary, confirms the fact that the priorities of human needs amid an ever changing environment are dynamic, hence the crisis bringing out the physiological and security needs for most involved.

Hundreds of organizations throughout the US, Great Britain, Finland, the Netherlands, Jamaica, Venezuela and Hungary among other countries (including such as AT&T, Procter & Gamble, BP, IBM, U.S. Air Force, American Airlines, Shell, The Phillips Corporation) achieved remarkable results by applying Herzberg's Two-factor theory for motivating their staff. The companies in question tried to put to practice the provisions of this theory, creating so-called "job enrichment" programs. Job enrichment can be understood as a relative level of impact an employee can have on the job itself and the work environment. The right to plan and implement work tasks autonomously, the right to determine the work process and participate in decision-making can all be attributed to employee impact factors. For example, the work of an assistant in a chemistry lab would hardly be purposeful if all they do is prepare equipment and chemicals for work and clean the premises. On the other hand, if the lab assistant is involved in ordering chemicals and new equipment, carrying out experiments and preparing research reports, their work will undoubtedly carry more purpose. Managers, who are looking to implement job enrichment programs, should bear in mind a few important conditions for warranting that employee goals are met:

- Delegate to employees the right for organizing their own work;
- Create a psychologically comfortable environment;
- Provide the possibility of direct and unrestricted communication with managers;
- Constantly brief employees on positive and negative work results;
- Foster responsibility for work results among staff;
- Reward employees for completing assigned tasks.

Experts in human resource management note ***many similarities*** between the motivation theories created by Maslow and Herzberg. Both of the researchers recognized the wide array of human needs, which they presented in a certain hierarchy (see Figure 11). Hygienic factors from Herzberg's Two-Factor Theory in essence correspond to physiological, security and social level needs according to Maslow's Hierarchy of Needs. Moreover, factors that can be attributed to motivators are comparable with Maslow's two highest-order needs. Herzberg also acknowledged that beside having physiological needs, every individual simulta-

neously has other level needs, which can initially be weaker, but become dominant amid changing circumstances. Just as the author of the Hierarchy of Needs, Herzberg agreed that lower-level needs have to be relatively satisfied for higher-level needs to gain relevance[226] [Herzberg, Mausner, Snyderman, 1959].
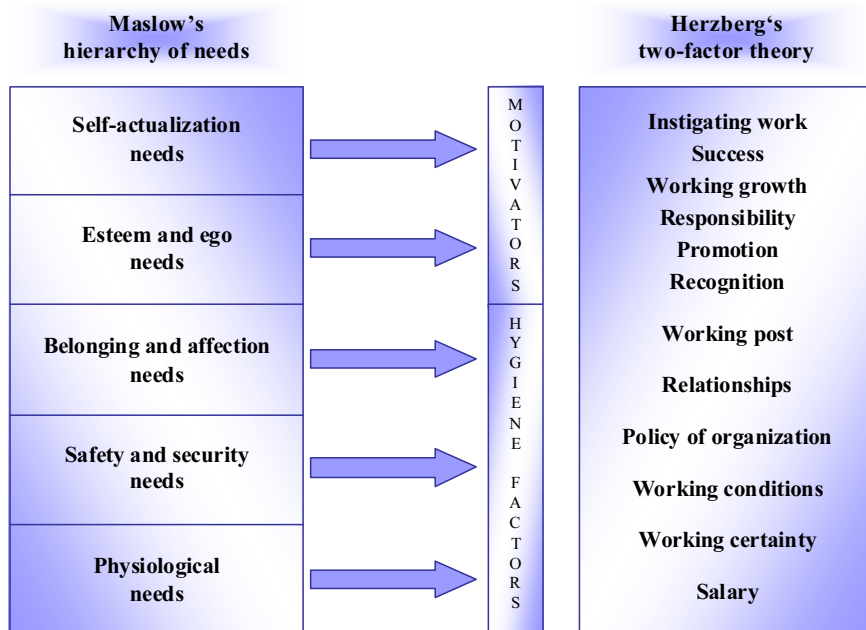
Figure 11: **Comparison of Maslow's and Herzberg's theory**[227] [Koontz, Weihrich, 1993, p. 448]

Both theories also have ***essential differences***. Firstly, Maslow thought that relative satisfaction of primary-level needs should change an employee's behavior, veering it towards tackling raised objectives. For example, a manager's attempts to motivate an employee to rela-

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[226] Herzberg, F. – Mausner, B. – Snyderman, B. B.: The Motivation to Work. New York. John Wiley & Sons. 1959

[227] Koontz, H. – Weihrich, H.: Management. Praha. Victoria Publishing. 1993

tively satisfy one of those needs would result in their more effective work output. Meanwhile, Herzberg felt that hygienic factors become relevant for employees only when their fulfilment becomes problematic or somehow erroneous, which prompts the employee to express dissatisfaction. On the other hand, Maslow's Hierarchy of Needs Theory puts an individual's inner needs first and foremost. Maslow argued that needs that are not met are most expressed, and their satisfaction is based on all levels of needs (otherwise an individual wouldn't be sufficiently motivated, or become unmotivated altogether). Herzberg's concept of human needs singles out what he called job context (hygiene) and job content factors (motivators). His model provided proof that once an individual lives up to a certain quality of life, they can be motivated to perform better at work if the managers successfully utilize the motivator factors.

Unfortunately, there is no comprehensive information on how widely Herzberg's two-factor motivation theory is being applied in our countries. In order to determine the utility of applying the said theory in the practice of human resource management we surveyed some 1,487 bachelor and master-level **students from Lithuanian and Slovakian institutions of higher education** (universities, colleges) from the period starting 2003, **including another 394 employees** from nine private and public administration organizations in Lithuania, all of whom could be considered white-collar workers. The study sample included a total of 1,881 respondents, with over 90 percent of them employed in small and medium enterprises. Some 75 percent of respondents chosen under the random sample procedure were employed at the time of the survey[228]. Data collected in the framework of this study is important in a qualitative sense and reveals certain tendencies in how motivation processes are perceived.

In view of determining what motivational priorities respondents had according to salary, relations, work appeal, responsibility and similar factors, informants were asked to provide their opinion on 56 different work situations. The significance of different situations was assessed on

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[228] Moreover, the pilot study was conducted in a university-level school in Latvia. While the pilot study results are found to correlate with the entire set, they are not discussed in our book because of the limited respondent sample (31).

a 5-point scale, where 0 indicates that a respondent views a specified situation as completely unimportant and 5 signifies utmost importance.

In a qualitative sense, research results were assessed on a 100-point scale, with answers that received:

a) 25 points or less evaluated as needs with low priority;
b) 26 to 50 points revealing that the level of needs is moderately expressed;
c) 51 to 80 points testifying to needs that carry a strong impact, i.e. strongly expressed needs;
d) 81 or over points indicate very dominant needs.

The priorities of respondent needs are presented in Figure 12.

As evident in figure, respondents are most motivated by the factor ***work itself*** (61.2 points), i.e. the opportunity to engage in appealing and purposeful work activity, which could earn them recognition. The study revealed that every third to fourth respondent are most concerned with interesting and purposeful work activity, even if this type of work may carry little responsibility for the employee and be not so well paid. This group of respondents agrees to do difficult work as long as it brings them satisfaction and not boredom.

Also, a large portion of such respondents place work that brings satisfaction above ***career advancement opportunities***. Interesting and purposeful work activity becomes a strong motivator for most employees, therefore managers concerned with assigning tasks that correspond to employee skills help them develop positive job attitudes and reconcile personal interests with organizational goals.

On the other hand, ***study results*** revealed that every sixth to seventh respondent cares little for appealing and purposeful work activity, which turned out to be their least motivating factor.

Other needs that respondents attributed importance to are those concerned with sustenance, i.e. economic factors such as wage systems for primary and secondary work activities, monetary benefit programs, etc. Economic factors were also highly expressed among the study sample, with their relevance rated at 55.6 points and every fourth to fifth respondent finding them as most important. While Herzberg considered economic factors to be hygienic, this group of respondents were most concerned about getting good pay for their services even if their line of

work is boring, unchallenging, personally unrewarding and offers no opportunity for advancement. By placing utmost priority on monetary rewards, such respondents would even agree to work in a work setting where they are unpopular.[229]
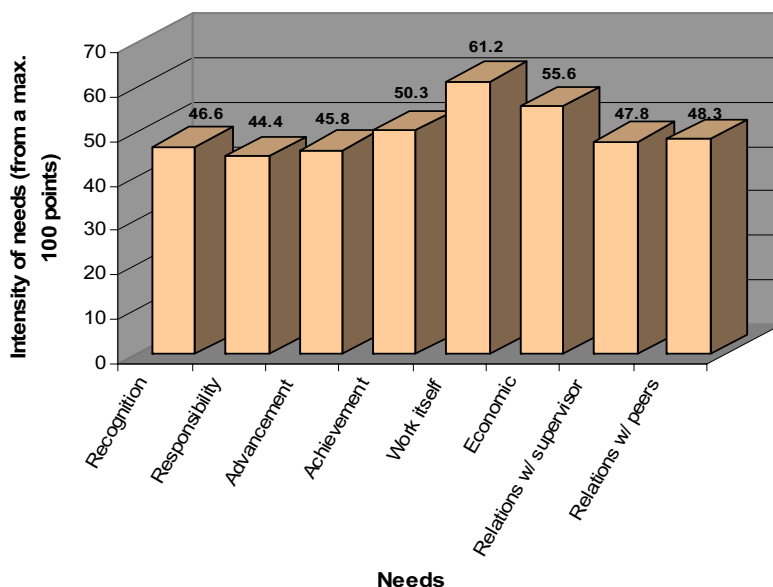
Figure 12: **Intensity of needs among Lithuanian respondent sample according to Herzberg's Two-Factor Theory**

A question may arise as to just how motivated are respondents who stress the importance of economic factors. Our interviews with respon-

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[229] It is important to ascertain to what extent such answers are accidental; however, keeping in mind that Lithuania is among the EU outsiders according to wages and the level of living, it is likely that these answers reflect the way most people feel. Moreover, 90 percent of the surveys were conducted amid Lithuania and Slovakia's economic growth, meaning the current economic crisis would likely yield different results, with respondents likely to prioritize economic aspects (we will discuss in more detail the tendencies brought on by latest economic changes later in this section).

dents lead us to assume that the group that gives priority to economic factors usually does so at the expense of work appeal, authority among peers and even future prospects. The results confirmed Herzberg's conclusion that economic factors are not directly related with the need for better work performance thus their being hygienic in nature. In this case scenario, managers are faced with the main goal of neutralizing the insufficient motivating power of the economic factor and help reveal motivators of relevance to their staff.

A mere four percent of the polled found the economic factor as insignificant, as most of them felt they've already secured the economic well-being they needed.

Unfortunately, work achievements were the strongest motivator for only the ninth to twelfth respondent, receiving an average of 50.3 points and getting attributed to factors that are more expressed than not so. This group of respondents finds it more important to master challenging work activity than work a simple yet well-paid job. Many of them enjoy success even if this doesn't warrant them peer support. Moreover, these individuals are more concerned with personal and public recognition of their work achievements than with pursuing good relations with their managers or getting complimented by their co-workers whatever the price.

The dominance of the need for achievement is a serious motivator as it helps the achievement-aspiring individuals realize their potential through their work, and, in the opposite case scenario, this group of respondents would be likely to resolve to pursue another job placement.

Respondents ranked good work relations with their supervisor and peers fourth and fifth among needs in Herzberg's system of motivation giving the two 47.8 points and 48.3 points, accordingly. Even though social needs can generally be considered less than moderately expressed, it can be seen that the social factor was most important for every tenth to fifteenth respondent. These informants valued good interpersonal relations at work far above all public information on their achievements. Moreover, most of the polled pertaining to this group need to feel a member in a group and enjoy peer support, especially in pursuit of desired results, regardless of whether the latter would be shifting and unstable. Most of these respondents felt it more important to maintain **good relations with the boss** rather than to, say, sacrifice them

in pursuit of advancement up the career latter.[230] Some of these individuals have also been found to choose peer support over good relations with managers or other factors of the work environment.[231] Some of these respondents were found to value the said priorities above advancement possibilities, especially if they would mean them having to separate from their co-workers.

The feeling of belonging for individuals most concerned with good interpersonal relations with the co-workers is a strong motivator to become and remain a member of a team, however, as noted by Kristen B. Donahue and Theodore Kinni, the questions whether that is enough to be personally motivated to take pride in what they do and how this affects their identity and feeling of self-worth within an organization remain unanswered[232] [2005]. It would seem that in an attempt to promote good relations within the work setting, managers also have to unfold what motivates their employees.

One in five respondents cared little about relations with their supervisor or peers, which, in turn, had little impact to their motivation.

It comes as no news in management theory and practice that in order to increase employee motivational factors, managers should focus on employee recognition, fostering of their sense of responsibility and their career advancement options. Respondents attribute far less importance to Herzberg's motivator factors than those concerning work itself or salary, which leads to conclude that the ***needs for recognition, responsibility and advancement*** are not sufficiently expressed in Lithuania's present day settings. While the said needs are motivators in Herzberg's theory, respondents on average gave them 44.3 to 46.7 points,

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[230] Our studies show that an individual's social needs is the most stable factor of one's motivational system and just goes to show that despite of environmental influence, people with expressed social needs remain true to this particular aspect of their behavior. It should also be noted, that individuals prone to communication are more quick to adapt in a work setting and to pick up on the social norms inherent therein, which in the end has a significant impact on the work results of an organization.

[231] Some other experts made note of similar tendencies, saying that employees are often known to remain in the same organization not because of loyalty to their employer or the company, but because of that for their colleagues and work team [Cohen, D. – Prusak, L.: In Good Company: How Social Capital Makes Oraganizations Work. Harvard business School Press. 2001]

[232] Kinni, T. – Donahue, K. B.: The Results – Driven Manager: Motivating People for Improved Performance. Harvard Business School Publishing Corporation. 2005

constituting just 75 percent of the level of most relevant needs. For example, only 5 – 7 percent of polled respondents indicated recognition to be the strongest motivator. Such employees are more concerned with getting recognition from their peers or supervisors, even if it is for a minor task, than with getting a major task and tackling it efficiently, but without recognition for their trouble. On the other hand, 12 percent of respondents felt that recognition is not an important motivating factor for them, meaning they would agree to sacrifice a responsibility-charged and well-paid job for the sake of recognition. There are probably a number of reasons for an individual to make this choice, most of which would reflect one's personal characteristics, but could also be the result of the work environment and the impact it has on an individual. Respondent attitudes towards the importance of the need for achievement are in line with Herzberg's conclusion that if recognition has no direct connection with an individual's activity, it becomes a hygienic factor and gradually even the main element in job dissatisfaction[233] [Herzberg, Mausner, Snyderman, 1959].

According to study results, only one out of twenty to twenty-five respondents have a clearly developed need for *career advancement* (46.2 points). The possibility of advancing up the career latter is a factor that best motivates this group of individuals, even if it would come with less pay or mean separation from their co-workers. These individuals are likely to change jobs if they feel their current position cannot provide for career advancement. However, almost every second to third of all polled respondents were not motivated by career advancement needs.

The 20th Century spurred change in the way human resource management theory views career advancement[234],[235],[236],[237] [Baruch, 2004; Child, 2006; Drucker, 2004; Hall, 2002], which mostly manifests in an increasingly flexible attitude towards employee career planning and management in practice. Recognizing the importance of this particular

[233] Herzberg, F. – Mausner, B. – Snyderman, B. B.: The Motivation to Work. New York. John Wiley & Sons. 1959

[234] Baruch, Y.: Managing Careers: Theory and Practice. Harlow. Prentice Hall. 2004

[235] Child, J.: Organization: Contemporary Principles and Practice. Malden. Blackwell Publishing. 2006

[236] Drucker, P. F.: Valdymo iššūkiai XXI amžiuje. Vilnius. D. Radkevičiaus PĮ. 2004

[237] Hall, D. T.: Careers in and out of Organizations. Thousand Oaks. Sage Publications. 2002

instrument for employee growth and supporting the flexible attitude towards an individual's career, we find that it still unclear as to just how important career issues are for most people and whether all organizations have the requisite capacity to provide their staff with advancement options. This aspect of the career factor becomes especially evident in the practice of human resource management, because it is so tightly interconnected with the mechanism of career planning and management.[238]

The study revealed that only one in every eight to nine respondents attributed most importance to the ***need to take on responsibility*** (44.3 points). Employees that are motivated by this need are keen on having more responsibility, for example be responsible for organizing their own work, even if this complicates relations with their boss. Many of them are more stimulated by the responsibility of carrying out an important task than a potential advance up the career latter. Some of these individuals also prefer responsibility for material and other resources and for making important decisions[239] even if they find the line of work boring. Individuals with a strongly developed sense of responsibility often don't mind getting less recognition for what they do.

It is widely recognized that the need for responsibility is connected with another concept important to the process of management, namely delegating authority to employees therefore the main managerial goal for company managers is to co-ordinate the necessity to share authority with those employees, which are first of all motivated to take on responsibility for their work performance.

Every tenth to twelfth respondent didn't see responsibility as essential to their motivation, as they are more concerned with good work relations and the like. This confirms Robbins' conviction that many people like to dodge responsibility[240] [2003].

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[238] For example, 96 of Lithuania's businesses are small companies with under 10 employees. Obviously, career opportunities for an employee in such an organization are very limited, which calls for a different approach to the process of a person's career.

[239] It should be noted that one in four of all polled respondents associates responsibility with a particular post one occupies in a company and decision-making opportunities that go along with that position.

[240] Robbins, S. P.: The Truth About Managing People: ...and Nothing but the Truth. Pearson Education, publishing as Financial Times Prentice Hall PTR. 2003

The study also intended to determine whether the environment in a company, where people learn/work has an influence on how expressed certain needs are. Figure 13 includes the results for this particular inquiry. A comparison across organizations in the study sample revealed that the extent of the needs connected with recognition, responsibility, achievement, work itself and relations with peers or supervisor is rather similar throughout, which leads us to assume that these needs hold similar relevance for most Lithuanian and Slovak inhabitants and is more linked with the prevalent practice of employee motivation within the countries or their separate regions. Interview results also point to certain essential differences among respondents in different lines of activity, especially in assessing needs for responsibility (ranging from 41.9 – 49 points), advancement (39 – 49.1 points) and economic needs (47.3 – 61.1 points).

These findings point to a question whether the differences in how respondents assessed their personal needs are more accidental or, in fact, reflect the situation at hand. We found that bachelor-level students attributed least importance to the need for responsibility (41.9 points). In our study, most of these individuals had little work experience and were of 20 – 23 years of age, both factors which we find may have determined the answers.[241] Results with respondents employed in the public sector (responsibility scored 44.3 points) are seen as in line with reality, as it is no secret that because of the nature of work in this sector, what with unclear accountability for work, protectionism and the prevalence of a bureaucratic management style, all of which call for collective rather than personal responsibility, it is evaluated with different, often outdated criteria. On the other hand, employees in private organizations exhibited a stronger need for responsibility, which nonetheless scored below 50 points (49). This particular finding corresponds to results of various studies in Lithuania, which found that private sector employees tend to take on more responsibility for their work than those employed in the public sector[242].

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[241] Another study, which was conducted to determine which needs are least important for the respondents, found that qualities which work to develop a feeling of responsibility, namely personal goals, values and problem-solving measures, were least expressed in a list of 11 qualities, placing 7, 8 and 10 in the list, accordingly.

[242] As of lately possibilities for improving the functioning of the public sector by applying new models of public management have been an object of many discussions. In
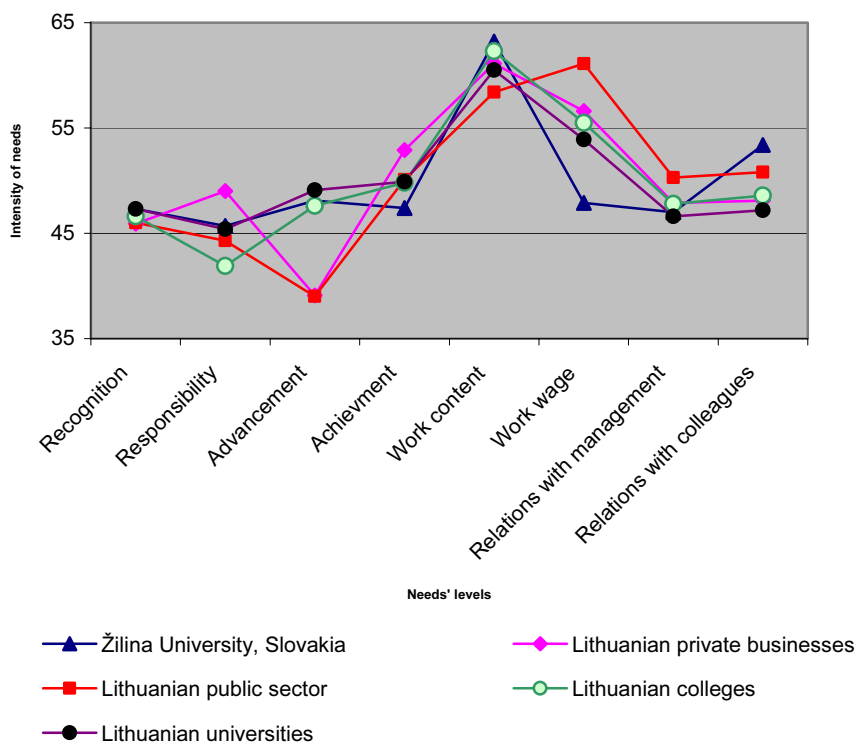
Figure 13: **Extent of respondent needs according to Herzberg's Two-factor theory**

Organization size, company goals, the human resource management policy and work organization in a specific company should be noted among factors that influence the extent of the need for advancement. According to research, students in higher education institutions (most of which are employed) have far greater expectations for advancement (bachelor-level students in Lithuanian colleges gave advancement 47.6

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view of such developments, the government is adopting various regulations with universities preparing master-level programs, however, in practice, the situation is changing at a lower than expected rate.

points, university master-level students attributed 49.1 points in Lithuania and 48.1 points in Slovakia), than individuals who are employed and not enrolled for studies (39 points)[243]. On the other hand, when comparing different higher education institutions, it is evident that universities more so than colleges steer students to aspire towards careers, as the latter have the main goal of preparing highly qualified experts within the realm of a certain profession. Bachelor-level students enrolled in colleges have horizontal-type career aspirations (for future professional growth), while university master-level students expect both horizontal advancement and vertical – meaning expectations for climbing up the career latter. Unfortunately, as Lithuania's business environment mostly consists of small businesses, and most managers aren't sufficiently prepared to involve their employees in changes, the need for advancement became the least important motivational factor in the work environment.

As we can see from figure, respondents across Lithuanian organizations felt differently about the importance of the **economic factor**. While respondents enrolled in higher education institutions attributed a similar level of importance to this need (ranging from 53.94 to 55.51 points), this need scored an average of 61.08 points among informants who are employed in the public sector, for whom it was the most expressed of all respondent groups. The provided figures interest us more from the aspect of a deteriorating economic situation in Lithuania. Comparing respondent answers from before the economic crisis that hit in 2008 and those taken already amid the downturn in 2009, we found the economic factor gained importance by three to five percentage points for master-level university students and public sector employees. It turned out that the main reason behind this change is that most of these respondents were among the first to fall subject to state-implemented economization measures.

Research results point to one undoubtedly important conclusion, i.e. that various factors – both motivators and hygienic – have an impact on

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[243] The discussion on our reserach results would be incomplete without addressing the specifics of advancement in the public sector. Respondent interviews revealed that career in this type of organizations is more linked with the need to maintain good relations with the management and co-workers rather than that for responsibility and recognition.

the behavior of people living in our countries[244]. We can justifiably conclude that hygienic factors determine the behavior of most individuals in Lithuania's contemporary settings. Most respondents said work would give them a ***sense of achievement*** if it was well-paid, regardless if it was boring and had limited possibilities for advancement. A number of respondents said they would be okay with being unpopular among colleagues as long as their wage was sufficient. On the other hand, good relations and cooperation with colleagues and their support were also relatively important for our respondent sample. Respondents also felt similarly about their relations with management. The absolute majority of respondents amid the current economic slump turned out to have little need for responsibility, powers for autonomous decision-making and risk taking. We therefore have reason to doubt that these motivational factors carry enough impact on their desire to produce better work output.

Comparing respondent answers according to Maslow and Herzberg's motivational models, we found substantial common grounds in the results. In both cases, with the exception of work-content factors, primary (physiological and security) and social needs take precedence. We also cannot ignore the fact that negative changes in the macroeconomic environment which come along with poor management and various critical situations aggravate the conditions for manifestation of motivational factors and vice versus.

Research on Herzberg's Two-Factor Theory confirmed the assumption made in the theoretical part of this section that the role of primary needs loses its motivational edge amid increasing welfare, making them hygienic factors in the long run. The process, however, takes time, as it requires considerable economic and organizational efforts. Theoretical provisions of Herzberg's model for employee motivation can be successfully applied in human resource management in our countries in view of warranting tendencies of a better quality of life.

Results of this study reflect the opinions prevalent among current and aspiring white-collar workers, therefore, we may agree that the research structure may be different when studying other respondent

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[244] These results go on to confirm Barvydiene's idea that either of the two groups of factors could have a motivating effect on employees [Kasiulis, J. – Barvydienė, V.: Vadovavimo psichologija. Vadovėlis. Kaunas. Technologija. 2005, p. 32].

groups. However, this is not grounds enough for disproving Herzberg's employee motivation concept.

Interpretation of Herzberg's Two-factor theory: people are influenced by both the motivators and hygienic factors. The quality of life reached within a country dictates the prevalent needs. Hygienic factors are a necessary, yet insufficient source for motivating employees. Motivational factors have a direct impact on employee efforts and their intensity. The two-factor motivation model expanded the arsenal of management measures revealing the importance of inner motives to the work process. Managers also have to bear in mind that insufficient attention to hygienic factors can cause employees to be dissatisfied with the work environment.

5.5.
McGregor's Approach to Inborn Behavior

Discussions on the concept of employee motivation led to the understanding that each and every model of motivation is tightly connected with a manager's attitude towards people. It should, moreover, be noted that attitudes determine a manager's behavior with their staff. US scientist Douglas McGregor[245],[246] [1957; 1960] was one of the first to note that discussion on any a model of employee motivation would yield no results unless it is linked with a manager's managerial style[247].

Managerial style, if to discuss it in the context of motivation, is a manager's typical manner of behaving with their employees, which illustrates both the level of influence and motivators they use to pursue the attainment of goals. A joint analysis of managerial styles and employee motivation illustrates that the traditional model is based on orders, strict organizational order, etc. This leads us to conclude that this particular model manifests in autocratic-type management. Autocratic

[245] McGregor, D.: The Human Side of Enterprise. Proceedings of the Fifth Anniversary Convocation of the School of Industrial Management. Cambridge. Massachusetts Institute of Technology, April 9, 1957

[246] McGregor, D.: The Human Side of Enterprise. New York. Mc Graw-Hill. 1960

[247] Henri Fayol in "Industrial and General Administration" underlined the importance of a manager's behavior with their staff, recommending that managers are friendly and fair with their employees (see Annex 3).

managers feel their mission is to keep a grip of steel on their employees and continuously strive to expand their influence and leverage control toward this end. This type of manager influences employees in what they perceive as the best method, without doubt that the measures they apply may not be suitable.

Differently from the autocratic-management based traditional model, a manager's attitude towards their employees in the human rights model is grounded on different behavior with staff, acknowledging that employees want to be useful and have the need to belong. Even though this type of managerial attitude towards employees was helpful insofar that it illustrated characteristics of the transition from autocratic to democratic-type management style, according to McGregor and some of his contemporaries, it revealed but a somewhat more complex attitude to manipulating subordinates.

After overcoming the after-effects of WWII on human resource management theory and practice, US and Western Europe found themselves faced with new challenges. The cause behind these was outdated models of management, which failed to meet the expectations of the new era. McGregor's achievement here was that he was the first of management theorists who not only made note of the new historic situation, but started a systemic analysis linking managerial styles with employee motivation. The author's studies formed the foundation for the establishment of the human resources school of management. Advocates of this particular model maintained that managers should treat their employees using a democratic management style. It was these particular times that gave rise to a scientific concept of a democratic management style in management theory.

McGregor in his works drew attention to the fact that all managerial activity is based on assumptions (hypotheses), generalizations and decisions. Assumptions are oftentimes based on an individual's unconscious inner state, meaning that decisions that spring from hypotheses don't necessarily always reflect reality, which can lead to erroneous actions on a manager's part.

McGregor notes that in this case, a manager is following the ***principle that their assumptions need no foundation or verification***[248]

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[248] McGregor, D.: The Human Side of Enterprise. New York. Mc Graw-Hill. 1960

[1960]. He argues that this statement, instead of focusing on a pursuit of effective activity, gives priority to the autocratic principle of "practicality", saying that the main problem with organization managers is their failure to utilize the creative powers of their employees, especially by employing their imagination, ingenuity, resourcefulness and the need to take on responsibility. Moreover, McGregor notes that a manager's capacity to appreciate their employees' skills, knowledge and experience, helps them develop an adequate opinion on the surrounding environment and make less mistakes.

McGregor distinguished an individual's approach to other people and work into two alternative groups, calling them X and Y theories. The two theories are based on opposite assumptions on a person's determination to be functional within an organization.

Individuals, who would agree with the following statements, could be considered advocates of **theory X**:

- Work is inherently unpleasant for most people.

- Most people have no ambitions and therefore require little of themselves and agree to be ordered around.

- Most people have few creative skills.

- Motivation takes place in the levels of physiological and security needs.

- Most people need to constantly be controlled and often forced to pursue organizational goals.

According to McGregor, advocates of the X theory follow the assumption of mediocre masses, believing that masses have just physiological needs (pay, accommodation, food, sleep, sex, etc). According to the X theory, a manager's main task would be to make subordinates work and to control their actions. X type managers personally supervise work of their subordinates, and, oftentimes employ psychological pressure and even violence to make sure work gets done. They like to get "armed" with all sorts of rule, which provides for stiff regulation of employee behavior. When an X-type manager avoids openly using coercion and instead employs an incentive program, they come to be known

as a submissive autocrat[249] [Mescon, Albert, Chedouri, 1997]. There have been know to be cases where such managers agree to include their employees in the process of planning tasks, however they leave it up to themselves to arrive to the final decision, to distribute work and control the process of task implementation.

On the other hand, McGregor says that advocates of the **Y theory** feel convinced that:

- Humans can be motivated not just by physiological and security level needs, but also through social and higher level needs.
- Given the proper conditions work becomes a natural process.
- People have creative skills, which they can use to achieve organizational goals.
- Employees can provision work priorities on their own and be creative in their work as long as they are motivated.
- Organizational goals can be achieved by focusing due attention on developing self-control skills among the staff.

According to the logic of the Y theory, managers, who employ a democratic management style, have the main objective of supporting subordinates by developing their potential skills so as to effectively contribute to achieving organizational goals. Y theory has it that people are complex creatures, saying it is necessary to integrate organizational and individual goals and promote employees to do better output using higher level needs (belonging, esteem, self-actualization). Organizations that practice this approach to employees are usually decentralized and their staff is very much involved in important decision making processes. Y-type managers spend considerable time on creating a work environment that suits their employees, so they could feel that the work they are doing is an incentive on its own. Such managers spare no efforts to create an open and trusting atmosphere of mutual assistance.

As we can see, managers that follow the foundations of the X theory are hardly interested in pursuing freedom and autonomy for their employees or promoting curiosity, because their personal lack of trust in others and what they have to say leads them to see this as a threatening

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[249] Mescon, M. – Albert, M. – Chedouri, F.: Osnovy menedzmenta. Moskva. Delo. 1997

thing. Meanwhile, Y theory contemporaries feel the aforementioned employee characteristics to be welcome and therefore encouraged.

To better understand McGregor's X and Y theoretical model, it may be useful to step back to fifth and sixth decade management, which was dominated by advocates of the X theory. Origins of the key ideas behind the "mediocre masses" can be found back in the times of scientific management and companies run following this principle. As we can see, the 14 principles of management outlined in Henri Fayol's "General and Industrial Management" served as the best advice for managers in that period[250] [1930]. The following are considered to be the most important of those principles in terms of managerial style:

a) *Authority* – managers' right to make orders.

b) *Discipline* – subordinates have to adhere to existing regulations and norms.

c) *Subordination of individual interest* – company goals are always above individual ones.

d) *Equity* – while managers should try to provide employees with enough freedom to act, it is necessary to maintain a requisite level of centralized management.

e) *Unity of command* – managers should strive for organizational unity, i.e. communicate with staff in person besides formal written commands.

Even though Fayol's managerial principles, besides accentuating organizational priorities (division of work, authority, order, subordination of individual interest) also focus some attention on the employees (remuneration, equity, initiative), the latter reflect employee motivation in the framework of the human relations model, which, as we have previously noted, is very much linked with the concept of autocratic management.[251]

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[250] Fayol, H.*:* Industrial and General Administration. J. A. Coubrough, trans. (Geneva. International Management Institute. 1930)

[251] Comparing Fayol's principles of management with Paul Hersey and Ken Blanchard's Situational Leadership Theory we will notice that the former places much emphasis on work tasks, describing situations where a manager directs and shows little support to employees feeling that they lack maturity (S1) and sells ideas in exchange for employee efforts thus motivating subordinates to produce output (S2).

McGregor proposed that in pursuit of best utilizing an employee's inherent willingness and capacity to work, managers should create an atmosphere that would promote employees to strive for personal growth. In his opinion, the best way to promote an employee's personal growth is to involve them in the management process. We can see that Y theory recommends that managers should give priority to the democratic-type management, because it provides for better co-ordination of personal employee goals and those of the organization. The emergence of Y theory was none other than the consequence of a shift in the management environment in economically developed countries, meaning we could consider this theory a new product in the development of management theories. As noted by the author himself, Y theory, by accumulating knowledge about human behavior, built the foundation for human resources theory, as this was to "create conditions such that the individual can achieve his own goals best by directing his efforts toward organizational objectives,"[252] [1960].

Unfortunately, defining X and Y theories in "The Human Side of Enterprise" (1960), McGregor strictly maintained that organization management should choose one of the two theories, X or Y, also noting that the Y theory is the correct path to take. Peter Drucker, who had somewhat earlier described an analogous scheme in his "The Practice of Management" (1954), welcomed McGregor's X and Y theories and his stance on them, just as most management experts did at the time[253] [Drucker, 2004 It wasn't until Abraham Maslow in 1962 published "Eupsychian Management"[254] that it became evidently clear that despite of ample similarities, people are in fact different and require different management techniques. It was thanks to Maslow that Drucker agreed that both hi and McGregor were "dead wrong. (...) Maslow's evidence is overwhelming. But to date very few people have paid attention,"[255] [Drucker, 2004][256].

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[252] McGregor, D.: The Human Side of Enterprise. New York. Mc Graw-Hill. 1960

[253] Drucker, P. F.: Valdymo iššūkiai XXI amžiuje. Vilnius. D. Radkevičiaus PĮ. 2004

[254] "Maslow on Management", published in 1995, is the latest edition of this book.

[255] Drucker, P. F.: Valdymo iššūkiai XXI amžiuje. Vilnius. D. Radkevičiaus PĮ. 2004

[256] Here it would make sense to agree with Drucker that "In no other area are the basic traditional assumptions held as firmly – though mostly subconsciously – as in respect to people and their management. And in no other area are they so totally at

McGregor's research paved the way for understanding the impact an individual's personal qualities have on their communication with others and how expressed values are linked with the chosen behavior, and, finally, answered the question of why we relate to others in the way we do. Undoubtedly, McGregor together with his contemporary Abraham Maslow most contributed to advocating the importance of self-expression in the work process and creating a new approach to useful manager-employee relations. Unfortunately, McGregor's theoretical provisions on this approach to organizational relations are scarcely promoted in educational and scientific publications in Lithuania, Slovakia and many other states. One of the reasons behind this is that our human resource management experts have different and oftentimes incomplete accounts on the theories in question. In Lithuania's case, Juozas Kasiulis and Violeta Barvydiene in their "Psychology of Management" were the only to acknowledge that McGregor's contribution is major insofar as it helps understand the impact of managerial style on a person's motivation[257] [2001].

Another reason is that McGregor's theories are oftentimes presented in fragments and without sufficient explanations as to how they are related to the social and economic environment, which determined the formation of this particular approach to the theoretical framework of management.

Agreeing with Geert Hofstede, David Boddy and Robert Paton in "Management: An Introduction"[258],[259] [1999] note that these theories might as well be marked "made in the USA", as they reflect **values typical to American culture**, namely that:

- The work process is adequate to a person's nature.

- It is necessary to utilize a person's skills to their full extent.

- Organizational goals don't necessarily match those of the employees.

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odds with reality and so totally counterproductive. There is one right way to manage people – or at least there should be."

[257] Kasiulis, J. – Barvydienė, V.: Vadovavimo psichologija. Vadovelis. Kaunas. Technologija. 2001

[258] Hofstede, G.: Organizing for Cultural Diversity. European Management Journal, Vol. 7, No. 4, pp. 390 – 397

[259] Boddy, D. – Paton, R.: Osnovy menedzmenta. Sankt Peterburk. Liter. 1999

- Employees don't necessarily identify themselves with the organization.

Because of a common value system in the Western world, McGregor's theories crossed outside of America's borders and became the object of attention not just for management experts, but found its practical applications in many a Western European country. Asian cultural traditions, which formed under different foundations, became an obstacle to promoting McGregor's theories in their domestic management theory and practice. As the cultural heritage and the prevalent value system in our countries, as we have previously stated, is very much akin to those of the West, failure to grasp the aforementioned management theories could hardly be said to aid the development of our science of human resource management. Because of a lack of reliable information on the extent to which this author's theoretical concepts could be actually applied in the Lithuanian and Slovakian settings, the question of what practical implications X and Y theories could have in store for the management environment in our and other post-communist states remains open.

To answer the said questions we will employ the results of a study on attitudes towards others conducted in 2002 – 2009 with bachelor and master-level students enrolled in Lithuanian, Latvian and Slovakian higher education institutions of higher education. Some 2,335 respondents were surveyed in the framework of this study to this day, with 2,130 of them from Lithuania, 90 from Latvia and 115 from Slovakia on their opinions about communication with other people.

Respondents were asked to provide their opinion on statements (by ranking their relevance from 0 to 10 points) that describe human nature in the following aspects:[260]

- an individual's need for work;
- purposeful use of information;
- a description of other people's skills, imagination, ingenuity;
- the need for professional growth in view of better work results;

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[260] Test adapted from: Myers, M. S.: Every Employee a Manager. 2nd edition. New York. McGraw-Hill. 1980

- the need to know one's position in the organization, whether good or bad;
- assessment of the status of managerial staff;
- the relation between work pay and the content of work assigned to an employee;
- the relation between authority vested in an employee and the desire to take on responsibility;
- the need for a system to control subordinate staff.

Respondents' answers clearly illustrate (see Figure 14) that they exhibit individual characteristics formulated both in the Y theory and X theory. This may raise a question as to whether such results reflect the opinion of the respondents in specific or whether this would hold true for every individual.
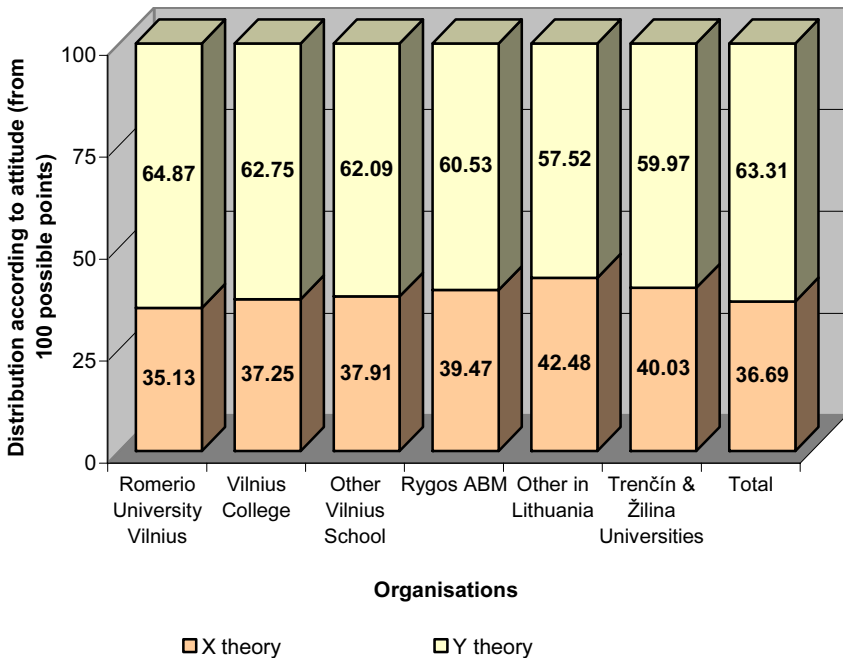
Figure 14: **Respondent attitudes towards others**
(under McGregor's X and Y theories)

Our research shows that there are scarcely any people who exclusively have the qualities typical of just the X or the Y type, thus any strict attribution of an individual's attitudes to one or the other, as is usually the case in special literature in our countries, should be deemed useless. As we can see, Maslow was completely on the money saying that people, regardless of their various similarities, are different and cannot be classified into groups specific of just the X or just the Y theory. Research conducted by Western sociologists, psychologists and research management experts in general has ascertained that both theories illustrate just the extreme views, meaning there may be very few people that could be attributed to just one or the other [261] [Oldcorn, 1999][262].

The aforementioned circumstances raise practical questions like what is the ratio of X and Y qualities within each individual and to what extent could this ratio be a subject to change if change was required? We could definitely say that respondents from higher education institutions, regardless of what country they were from, gave priority to personal qualities that manifest in democratic assessments of other people (an average of 63.3 out of 100 points were Y type).

Research revealed that most of the respondents base their personal behavior with others based on the **following beliefs**:

- meaningful work and possibilities for self expression motivate to do more work than is required;
- the possibility to use information of interest makes way for forming an adequate attitude and promotes taking on responsibility;
- a manager's interest in employee ideas extends their horizons and prompts to pursue new possibilities;
- training to improve professional skills puts a stop to poor work output;
- interesting and responsible work is no less important than a well paid job;
- various limitations on employee initiative and over-stretched control bring down employee imagination and creativity;

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[261] Oldcorn, R.: Osnovy menedzmenta. Moskva. Finpress. 1999
[262] This circumstance, unfortunately, receives no attention in our special literature.

- a manager is granted more authority when both managerial and subordinate staff are equally respected and appreciated.

Assessing these results from the aspect of employee motivation, it is useful to go over respondent answers in the context of managerial behavior. Because respondent beliefs were mostly tied with democratic attitudes, it is likely that most of the polled, if they become managers, will stimulate their employees to pursue new possibilities for self-expression and take on responsibility. When comparing these answers to Maslow's Hierarchy of Needs (see previous subsection), we can see that most respondents understand employee motivation in the level of esteem and accept the challenges of modern-day human resource management.

Research results also revealed that almost a tenth of the respondents have serious doubts as to whether ***most people find work to be a natural activity,*** meaning they believe ambitions and high-pitched requirements for oneself are not typical of most people. The outlined reasons worked to form their attitude that the need for self-expression is not important and it would thus be enough to satisfy physiological and security needs in order to motivate people.

The discussion of our research results in light of McGregor's X and Y theories would be incomplete without mention to yet another finding. Every 15 – 20th respondent exhibits the same degree of X and Y characteristics, meaning such individuals have great flexibility when it comes to their behavior. This particular set of traits would be most welcome in a manager, because such leaders are able to employ different managerial styles depending on the situation at hand. However, as practice shows, a manager's flexibility can sometimes be problematic for their employees as they don't always know what to expect from the manager and which employee motivation measures they opt to prioritize.

Besides other research goals, we aimed to determine the effect respondent age, work experience and gender had on the results. As the study sample included respondents aged 20 – 35, this particular feature didn't reveal any major differences, however the gender, regardless of where the respondents were from, had a significant impact on how they view others (see Figure 15). Respondent answers revealed that most male respondents from the three different countries in the sample had a stricter attitude towards other people. While an authoritarian management style is increasingly seen as outdated and ineffective in today's

globalized environment of human resource management, every seventh to eighth male respondent said they would veer towards this managerial style if they were placed in the respective position. Male respondent scores on the X theory ranged from 38.9 points in Lithuania, 40.2 in Slovakia to 44.3 points in Latvia and were 1.07 to 1.22 times above female scores. Here it would be worthy to note a much discussed issue over the past few decades, namely the tendency to promote female activity in management processes not just in the lower chains of the management hierarchy, but in the highest levels as well, because amid today's new managerial environment, the future of states and organizations alike is associated with a democratic management style. We can mention a number of countries (Nordic European states, Spain, Germany, some of Europe's new democracies) where women enjoy the same possibilities as men to influence management processes on the state, political and organizational levels. Our study, therefore, helped answer the question why women have substantial grounds for taking a more active role in various-level management, which is also confirmed by the increasingly noted opinion that there are no convincing reasons for their not doing so.
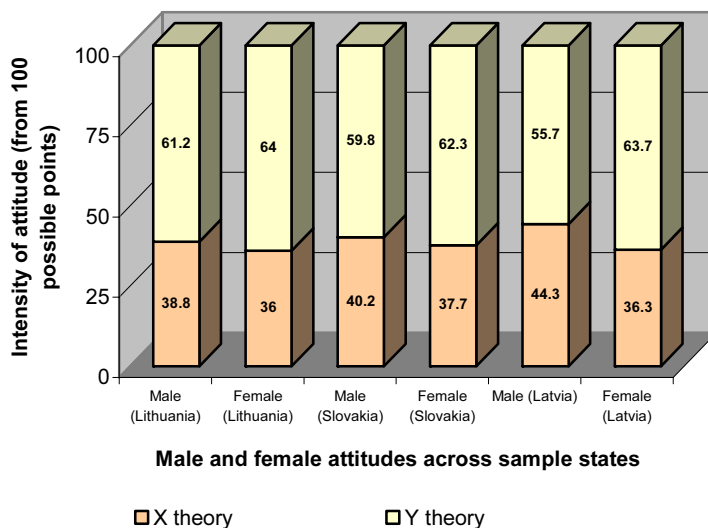
Figure 15: **Respondent attitudes toward other people grouped by gender**

Of course, there's always the question of whether there is a way to change a person's beliefs. We stand firmly convinced that a person's attitude towards others is fixed and cannot be changed, however we also agree that by illuminating contemporary approaches to the human resource management process and employee motivation, it is possible to a certain extent to alter an individual's beliefs. Most respondents in our research sample felt that in-depth studies on modern human resource management helps them change a preconceived bias (oftentimes springing from mistrust) with regards to others and to pursue work results based on contemporary motivational measures[263].

The essence of McGregor's approach to a person's innate characteristics lies within the idea that a person with their specific criteria for interpersonal assessments can make an informed choice on the domain of their future activity. For example, a person exhibiting a high degree of Y theory traits, can fare best in organizations that promote innovation (drafting projects) and make room for creative team work (of which the manager is a member). Such individuals will have a much harder time expressing themselves in a collective and staying motivated to pursue organizational goals in companies where managers are mostly employing ideas outlined in the X theory. Such managers will unavoidably crush their subordinates, and, in turn, the organization, if its activity requires creative work elements.

To illustrate these statements we will present research conducted in organization N[264], with a sample of ten various level managers and their 20 subordinates. Research results revealed that this organization's managers in their interpersonal relations with staff were more prone to apply autocratic X theory characteristics (X theory got 54 points out of 100, and, in seven out of ten questions managers marked X-type responses as

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[263] The impact that the content of a study program for human resource (personnel) management in terms of how it influences the attitudes students have towards others is illustrated in by our research results in one foreign institution of higher education. The survey with a sample of 87 students resulted in just 39.5 points for the X theory. A comparison of the subjects taught in the management program in this school and the Vilnius College revealed that the former has fewer subjects related to studies of the human factor than in, say an analogous study program in the latter. Conclusions of the study have become a foundation for making improvements to program of management studies in the said institution.

[264] The organization name will not be revealed as it is a private enterprise.

priority ones), while Y theory got just 49 points.[265] The surveyed **managers mostly felt that their staff**:

- don't know how to best apply existing information without their manager's help;
- usually lack creative characteristics necessary for the job, therefore do less work than their manager requires of them;
- tend to slack off if they don't think that punishment is in the cards for the mistakes they make;
- are bad at taking in unpleasant news, therefore it is better to not disclose them;
- don't become any more responsible when motivated by material means.

It is because of this approach to subordinate staff that over 40 percent of the polled don't see their managers as an example to follow, with 35 percent that consider their managers exemplary however only occasionally. The prevalent negative opinion managers have of the staff turns to specific actions: over half of the surveyed employees feel constant and over-stretched control from their managers, with this holding untrue for only 17 percent of the sample. It is because of these particular circumstances that most common employees lack any serious motives to pursue common organizational goals.[266]

As an outcome of our research results we will tell you an educational lesson from a story which some time ago happened to a creative young person who graduated from the Lithuanian Academy of Arts and saw others in a positive light (Y=72). He didn't pursue a job that would correspond to his personal qualities. Upon securing a job in a foreign capital company with an artistic mission, he expected not only to realize his creative ideas, but also learn about Western management traditions.

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[265] These results very much correlate to the sample's results on another test (adapted from a test on flexibility of management style from Paul Hersey and Ken Blanchard's Situational Leadership Theory): S1 – 23 percent S2 – 30 percent.

[266] Initially, 40 people were proposed as respondents for the study however half of them refused to take part after becoming familiar with the introductory instructions. As it later turned out, the autocratic approach their managers have to employees is precisely the reason the other 20 individuals didn't want to be surveyed.

The manager followed Western requirements in terms of working conditions, the office came equipped with modern showers, a contemporary kitchen set with a spacious dining room, a room for social conversations, etc. The manager also made sure to have a range of measures to offer material motivation to his staff. The new employee didn't know that the company owner is the descendant of a high-ranking army official. Probably in line with family traditions, he introduced a strict order of things in the organization: the working day would kick off with a mandatory greeting, tardiness was registered as an absence, tea was served at a fixed time, conversing with co-workers was prohibited, as was smoking, etc. Strict standardization of creative work is a likely outcome of this approach to employees.

To achieve his "formula of success" this manager employed ideas of the X theory and a model of management typical of the first half of the 20th Century. By focusing largely on satisfying the physiological and security-level needs of his staff, he didn't take into consideration the fact that his employees are creative types. The manager also didn't know that in all of Lithuania there are a total of 20 experts in that particular field of whom 11 worked in his company, i.e. he followed the philosophy that anyone can be replaced. Even though the work process was unfolding rather harmoniously, strict control over employees in time lost its power and the manager's autocratic approach to his staff became incompatible with attempts to create a liberal environment. Consequences of a conflict that eventually unfolded were evident in various levels of the organization, and their outcome was difficult to predict.

It is highly doubtful whether a manager raised in an overly ascetic and authoritarian environment, based on strict discipline, could perform equally well in a working environment based on democratic principles. The causes behind the negative consequences in our story obviously confirm Maslow's statement from a few decades ago, i.e. that companies managed in an authoritarian style function quite the opposite than those managed democratically, and therefore that "the best way to destroy democratic society would be by way of not only political authoritarianism but of industrial authoritarianism,"[267] [Maslow, 1998]. We

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[267] Maslow, A. H. Maslow on Management. New York. John Wiley & Sons. 1998

found completely perceptive Maslow's idea that the more attention managers focus on the human aspect of work, the more spiritual we all become.

Employee motivation programs used in organizations help to identify the importance and complexity of every-day relations between managers and staff. Is it justifiable for a manager to demand more of their employees? The answer to this question lies in the understanding of factors involved in human motivation and how they overlap. Bob Nelson and Peter Economy in their book "Managing for Dummies" provide research results, which, unfortunately, show that up to now six out of ten employees rarely receive ***personal recognition*** from their manager, even though, in their opinion, this would be ***the best motivating measure***[268] [Nelson, Ekonomis, 1999]. Moreover, employees see a manager's poor skills at noticing and motivating an employee as being on par with employing the same motivational measures for employees producing different work results. Unfortunately, experience shows that a number of managers instead of activating factors, that motivate their staff, choose to employ punishment-type measures like issuing warnings, imposing fines, or even, firing their staff. Experts in psychology of personnel management have noticed way back that punishment can be useful for achieving desired results on a temporary basis only, meaning it is insufficient in view of warranting improvement to motivated work results and achievement of organizational goals. Of course, we are not advocating the idea to completely revoke punishment (sometimes a manager has no other choice but to do so), but we note that by choosing to employ these measures, a manager must be certain that all other motivational measures, including recognition, were given a try in order to achieve desired employee behavior. Wrong interpretations of employee work motives, the choice to ignore them and inadequate reactions to employee efforts can bring about their dissatisfaction with work. This results in skyrocketing employee turnover, absenteeism, plummeting work efficiency, etc.

As noted by Roger Oldcorn, author of on the most popular management textbooks in the UK, founding an organization on the principles of the X theory in itself doesn't mean to take it to bankruptcy, just as much as seeing through principles of the Y theory won't necessarily

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[268] Nelson, B. – Ekonomis, P.: Vadyba žaliems. Kaunas. Smaltin. 1999

guarantee that **one's goals are attained**[269] [1999]. Therefore, organization managers who mostly follow provisions of the X theory can perform well in organizations the activity of which requires strict autocracy and centralized management (which is rarely characteristic of the public sector), line authority, and use of motivational measures centered around physiological and security level needs. Which type of organizations could be attributed to the aforementioned group? They could probably include army units, the police force, prisons, security services, rescue forces, etc. It is more likely that democratic type managers (representing the Y theory) would be (at least for now) less useful in extreme and critical situations than autocratic managers.

However, as the process of human resource management is becoming increasingly globalised, human resource management could, in the nearest future, be linked with a wider spread of Y theory provisions into the everyday practice of organizations, including the aforementioned mostly autocratic structures[270].

5.6.
Alderfer's ERG Theory

C. Alderfer by his existence-relatedness-growth motivational theory takes up the Maslow's theory of needs hierarchy, respective he reacts on long-term dissatisfaction with Maslow's theory. Apart from Maslow (who divides needs of the individuals into five levels), Alderfer divides needs of the individuals from motivation viewpoint into three hierarchically arranged levels: existence needs (E), relatedness needs (R), and growth needs (G)[271] [1972]. A title of this theory: ERG theory also arises in this way.

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[269] Oldcorn, R.: Osnovy manedzmenta. Moskva. Finpress. 1999
[270] In pursuit of historic truth, we have to admit that the necessity to liberalize organizational activity is not exactly a new issue. Maslow long back pointed out that authoritarian management principles employed by in officers make them potential allies to dictators, therefore, at least some army structures proposed to employ democratic management [Maslow, A. H. Maslow on Management. New York. John Wiley & Sons. 1998].
[271] Alderfer, C.: Existence, Relatedness and Growth: Human Needs in Organizational Settings. New York. Free Press. 1972

Existence needs are concerned with all types of material and physiological needs. These needs condition a sustaining existence of each individual. In the fact, these needs represent all such needs which A. Maslow has included into the physiological needs and needs for material providing.

Relatedness needs (needs for harmonic relations) include all types and total quality of relationships with the other individuals and groups. The matter-of-fact of human motivation consists in such behavior so that the individual can take good relationships with all others in his/her relevant social environment. These needs correspond with the interpersonal needs for certainty, the social needs, and the needs for recognition defined by Maslow. Alderfer ranks among motivational relationships for example an anger and hatred, equally also love and friendship, understanding, etc. Dissatisfaction is not caused by the hostility, it is rather caused by the emotional aloofness, and the neglecting individual by the others.

Growth needs are concerned with the development of human potential and correspond with Maslow's self-recognition and self-realization. They consist in a creative work of the individual on his/her own growth, on development of his/her professional and personality competences and advantages. The growth needs can be understood also in general context, and, in this situation, the motivational ambition of the individual is to contribute also to the growth and development of his/her environment which he/she lives and works in.

In contradiction with Maslow's theory, Alderfer denies a hierarchy of needs[272] [Bělohlávek, 1996, p. 174], it means, he does not classify needs of the individuals into the needs of lower or higher levels. He admits only a different degree of a concreteness of particular needs: while the existence needs are fully concrete, the satisfying relatedness needs is more abstract, and the satisfying growth needs is fully abstract. The importance of existence and relatedness needs decreases with satisfying them but the importance of growth needs increases always more and more with satisfying them. It means that after satisfying concrete needs of the individual, the abstract needs maybe will arise. But, in case of dissatisfying needs, it can become also a contrary movement – from the

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[272] Bělohlávek, F.: Organizační chování. Olomouc. Rubiko. 1996

abstract needs to the concrete. Alderfer calls this mechanism as **"frustration regression"**. This regression can be expressed in two following shapes:

1. *Frustration cycle of growth:* a strengthening growth needs becomes after a satisfying relatedness needs. When the individual does not succeed in satisfying these needs, the importance of his/her needs for harmonic relationships increases.

2. *Frustration cycle of relatedness:* a satisfying existence needs is followed by a strengthening relatedness needs. In case of the frustration of relatedness needs, it becomes a strengthening existence needs.

It is suitable to note that this theory is based on the states of satisfying and wish. Satisfaction means a subjective reaction of people those acquire what they want. Wish is much more subjective, it relates to the inner state of the individual. Thereto, an incorrect application of this theory can cause frustration from dissatisfying felt need, and thus, in certain circumstances, it could lead to an impairing, and not to an increasing in level of individuals' or groups' motivation.

5.7.
Vroom's Expectancy Theory

Expectancy theory represents an approach which is considered by many theorists and practicians in the area of human potential management and development as an excellent theory – it explains a way through which people are motivated, respective through which people can be motivated. One of the most known scientists, developing and explaining this theory, is American psychologist Victor H. Vroom. He asserts that ***people will be motivated to the achievement of goal, if they believe in its value, and they can convince themselves, that it, what they do, helps them to achieve these goals***[273] [Vroom, 1967]. It means the employees must believe in word of their superior, that if they achieve goals, they will obtain promised and expected reward (in this

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[273] Vroom, V. H.: Work and Motivation. New York. 1967

situation, we may consider with not only a financial reward but also with other types of reward).

According this theory, the human motivation of any behavior is determined by an importance which is adjudged by the individual to the outcome from his/her effort (positive and also negative). The importance of this outcome is multiplied by the individual's belief that his/her effort will lead to the achievement of goal. At the same time, as the *positive outcomes,* Vroom considers for example: a financial reward (it is resource of satisfying many other needs, i.e. physiological and also social), a certainty, positive social relations with the co-workers, a possibility to utilize one's knowledge, a self-realization. Negative outcomes are for example: tiredness, a disappointment, an uncertainty, dissatisfaction, a feeling of non-recognition, etc. These outcomes often orientate the individual to that he/she will reduce felt negative influences, or even remove them. It can mean the individual can put lower measure of motivation into a new activity (from which he/she expects unfavourable results), or even he/she avoids it, in comparison to the activity from which he/she expects favourable results.

In other words, Vroom concludes the *motivation of individual is a product of the* **proposed goal and hope, that the goal can be achieved by the concrete behavior**. Expectancy theory can be expressed as follows:

Force (motivation) = valence x expectancy.
Force = intensity of personal motivation.
Valence = intensity of individual preference for certain result.
Expectancy = probability that a certain activity will lead to desirable result.

Employees, experts, or managers those do not believe in that, what they have to do, what they can concern with, are not motivated. Also, they will not be motivated to the achievement of goals if they do not believe that their effort can lead to the successful finish, or they may obtain expected reward. According to S. P. Robins and M. Coulter, following **three requires** should be fulfilled[274] [2004, p. 403]:

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[274] Robbins, S. P. – Coulter, M.: Management. Praha. Grada. 2004

1. *A relation of achieved performance on taken effort* – it means a probability of feeling that a taking a certain effort will lead to a certain level of performance. In this connection, the employees must believe that they are able to achieve a demanded performance level. A strengthening of this feeling is positively affected by a high-quality system of training and orientation of the employees, and also by an approach from the side of organization executive and immediately superior managers those (apart from management) must become the partners of their subordinate colleagues, and those are willing to help in overcoming any difficulties.

2. *A relation of obtained rewards on achieved performance* – it means a measure of persuasion of the individual that the performance on some level is a way of achieving desirable results. A fulfilment of this condition predestinates that the organization possesses a high-quality system of rewarding which is closely related to the work performance through a system of objective appraisal of the total work performance. It predestinates to create a high-quality system of criterions of the work performance appraisal, and inform all employees about it.

3. *An attraction of reward* (presented as valence, or preference) – it is an importance adjudged from the side of the individual to a potential reward that can be obtained by done work. This importance contents both, goals and needs of the individuals, whereupon it is evident, that it considers with a personal, internal approach derived from needs, attitudes, and features of the personality. In frame of this condition, the reward must become a means of satisfying needs and goals of the individual. It means it is suitable to cooperate with the employees in creation of the motivation program and creation of the reward system, it is suitable to obtain their agreement with all suggested steps and assigned rewards, and evidently, it is convenient to thoroughly search behavior of the employees which is expressed in implementation of defined steps into the practice. It is necessary so that in the rewarding will be applied differenced approach which will be able to sensitively express differences among the performance of any individuals.

Generally, it can be mentioned that, according to Vroom, a task of managers on the position of the motivators *must always consist in the creation of environment which is favourable for the achievement of high performance, enthusiasm, and satisfaction from the job*. The fact of this theory is most important that it distinguishes an importance of various individual needs and motivations. Using this way, the expectancy theory avoids marked simplifications. The theory is compatible with a concept of goals agreement – goals of the individuals are indeed different but it is possible to harmonize them. An exaction of applying this theory in practice can be considered as a little imperfection of it one.

5.8.
Porter's and Lawler's Expectancy Model

American authors, Lyman W. Porter and Edward E. Lawler III., have created much more complicated model of the motivation that is based on Vroom's expectancy theory at marked extent. According this theory, in case of the strength of motivational effort, it is decisive, in what way the employee evaluates a subjective attraction, or non-attraction of expected reward in comparison with an exerted effort that he had to put into the achievement of assigned task, respective in the fulfilment of considered reward (Figure 16).

The theory proposes that the managers' motivational behavior causes in the employees a certain thought proceedings[275] [Porter, Lawler, 1968]:

a) An evaluation of subjective value of expected reward (motive) from the side of the employee.

b) An employee's assessment whether he is able to fulfil given task.

c) An employee's estimation of effort for the achievement of reward (again not only a financial reward) in comparison with its subjective value (whether effort is worthwhile, or not).

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[275] Porter, L. W. – Lawler, E. E.: Managerial Attitudes and Performance. New York. Irwin. 1968

d) Other considerations, i.e. previous experiences with this work, prospect of next work, etc.
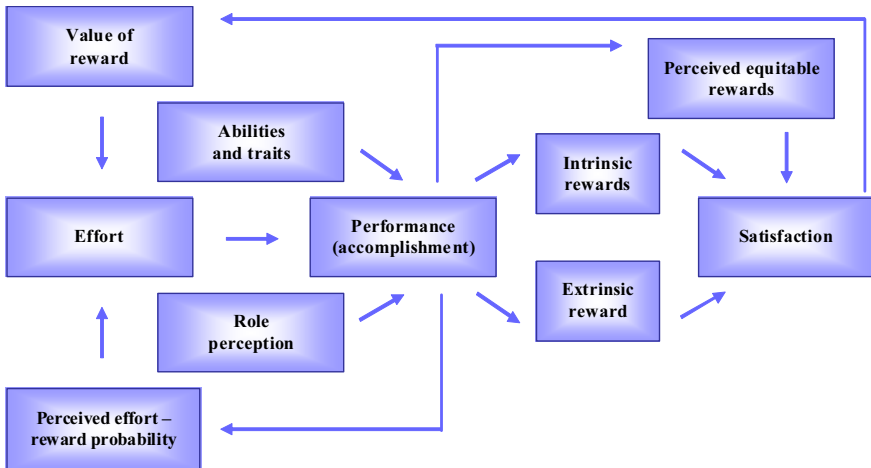
Figure 16: **Porter's and Lawler's model of motivation**[276]
[Porter, Lawler, 1968, p. 165]

An amount of effort (an intensity of motivation and exerted energy) depends on a value of reward and measure of probability that the reward will be obtained. A perceived effort and a probability of a real obtaining of the reward are on the contrary corrected on the basis of a *real performance*. Evidently, if the employees know that they are able to realize this work, or if they have realized the same work before, they can dispose by a certain (cognitive) experience with similar work. Then, they may consider what effort will be expected of them, what exactness and inputs will be demanded by considered effort. Equally, they will be able to evaluate, to what measure it is probable that they will obtain either extrinsic or intrinsic rewards which will be connected with the exerted effort.

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[276] Porter, L. W. – Lawler, E. E.: Managerial Attitudes and Performance. New York. Irwin. 1968

Real results of the work (an accomplishment of tasks, or an achievement of goals) depend principally upon the **exerted effort**. But, the results are affected also by individual abilities of the employees (knowledge and skills) to **fulfil work tasks, and by perception of**, *what is required of them* (perceived extent of goals, demanded activities, or other particular activities). The real results provide the **intrinsic rewards** (for example: a feeling of successfulness or self-realization), or the **extrinsic rewards** (for example: working conditions and work position). The rewards, those are perceived by the individual as fair, lead to satisfaction. An extent of perceived justice of the reward is also influenced by achieved results. Understandably, a feeling of justness according to the exerted effort necessary influences a feeling of satisfaction related to really obtained reward.

The theory generally proposes to include following motivation tools into the motivation programs of organization: a promotion, a working carrier, a social stability and a social certainty, a social-working post and a social position.

Porter's and Lawler's model of motivating is much more complex than other known models and it essentially presents a **system approach to the motivating**. The model shows that the motivating is not simple and always efficient theme. But also this approach again predestinates an idea that the managers should evaluate an applied rewarding system. The fact is important so that the managers will include this motivational system ("effort – result – reward – satisfaction") into a complex system of the organization management, namely by a precise planning, a clear definition of tasks and responsibilities, a sufficiently flexible organization structure and working places projected with the motivational accent, etc.

5.9.
Equity Theory

The feeling of the individual, that a **structure of obtained reward is fair**, represents an important factor of motivation. The equity theory (theory of equitable reward) is based on the subjective judging of the individual whether, in comparison with other colleagues, he has obtained

the reward (not only financial but also, for example, various privileges and other forms of recognition) equal to his/her inputs (inputs include many factors, for example an effort, experiences, qualification). J. Stacy Adams has a great merit on the forming of the equity theory. Matter-of-fact of this theory is given in following relation[277] [Adams, 1965]:

$$\frac{\text{Outputs of the individual}}{\text{Inputs of the individual}} = \frac{\text{Outputs of other individual}}{\text{Inputs of other individual}}$$

A ratio between the outputs and the inputs of the individual should be identical in case of all employees. If people feel that their rewards are not equitably, they will decrease the amount or quality of their results, or they will leave the organization. If they consider their rewards as fair, then they probably will work with equal outputs. If they judge, that their reward is higher than is fair in their mind (whereupon the manager has intentionally assigned them the higher reward), they will probably work more diligently. Figure 17 illustrates these situations.

But, a problem consists in fact that people can **overestimate** their contribution to their organization, or they may overestimate rewards of the other employees. People are willing to tolerate a certain measure of unfair treatment *for a certain time*. But long-term feeling of an inequity may cause very strong reaction, also in case of seemingly slight event. For example, if the manager rebukes employee for being five minutes late, the employee possibly will anger and he will quit his/her job. The reason of quit would not consist in a rebuking him/her but in the fact that he/she (in long-term period) has judged the treatment him/her and rewarding him/her as an inequitable in comparison with his/her contributions to the organization and in comparison with the other employees. Similarly, another employee may be satisfied from his/her wage and additional rewards, but only to the moment when he ascertains that the other colleague (who has a similar work) obtains a reward 10 % higher him/her.

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[277] Adams, J. S.: Inequity in Social Exchange. In: Berkowitz, L.: Advances in Experimental Social Psychology 2. New York. 1965
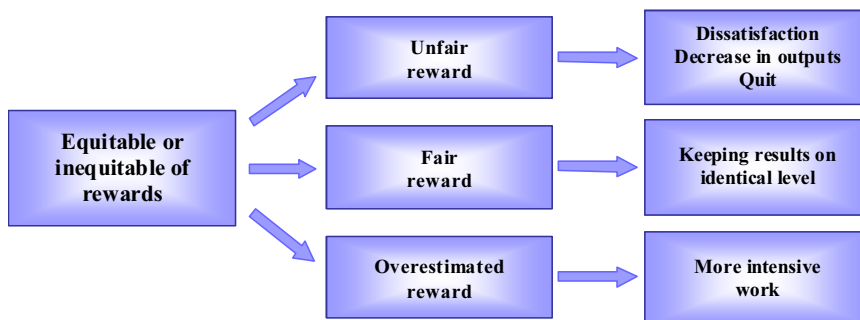
Figure 17: **Reward equitability and possible behavior**[278] [Koontz, Weihrich, 1993, p. 452]

Adams defines six general methods by which people may reduce a feeling of inequitable rewards[279] [Morhead, Grifin, 1992]:

a) To change own inputs, i.e. to increase or decrease the effort exerted on realization of the work.

b) To change own outputs, what includes the following requirement of salary increase, the searching for possible additional earnings, possibilities of growth and promotion.

c) To change the perception of oneself, own self-evaluating, self-judging, self-recognizing.

d) To change the perception or look on work of the other people.

e) To change the object of comparison, especially in case the compared individual has specific knowledge, or ability, or he/she is a favourite of the superior.

f) To leave unfair work position, to change working place, to take job in other department, etc.

In spirit of this theory, the task of managers consists in realization of complex and time-harmonized ways of searching and comparing effort and achieved performance of the employees, in mutual appraisal

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[278] Koontz, H. – Weihrich, H.: Management. Praha. Victoria Publishing. 1993
[279] Morhead, G. – Griffin, R. W.: Organizational Behavior. Managing People and Organizations. HMC. 1992

and relationships, and in ***considering about possible reactions of the employee*** in case of increasing in wages, rewards, or other additional pays.

5.10.
Strengthening Theory

Psychologist B. F. Skinner has developed an interesting theory of motivation (according some authors, it is a disagree theory) that he called as a *positive strengthening, or a modification of behavior*[280] [Skinner, 1958]. In relation to this theory, the managers in motivating employees should consider and respect a principle of ***effective behavior of the individual***. This principle emphasizes that the individual in his/her behavior is orientated only to such activities those bring him/her a profit and an immediate effect. The individual permanently realizes such behavior, respective activities, those are rewarded. On the contrary, the individual does not again realize such behavior or activities those are unrewarded, he/she thoroughly tries to avoid them, also in situation of possible complications and conflicts with his/her superior. The mentioned principle of the strengthening, functioning on the basis of a feedback, obtains a great importance in the process of planning and management of the work performance. A lot of theorists and practitioners in the area of human potential management and development consider positive strengthening (i.e. especially more often application of the positive feedback-forms of communication) as the basic motivational factor of increasing level of the employees' performance.

Skinner's theory is based on the consideration that it is possible ***to motivate employee by thorough working environments and recognizing (praising) his/her performance, effort, and creativity***. On the contrary, this theory also proposes, that too strong recourses (sanctions) of insufficient performance show a negative consequence on future level of the motivation of employees, experts, and managers.

Skinner and his colleagues have continued in their research and have concentrated their attention to other aspects. They have analyzed

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[280] Skinner, B. F.: Science and Human Behavior. New York. 1958

the working situation with intention to ascertain, what elements *have influenced a way in which a work was performed*. They have tried to implement changes those led to removing problematic areas and obstacles in the work. Together with employees, they have determined the specific goals and they have provided a quick and regular feedback of achieved results. At the same time, they have respected a fact so that the improvement and increasing the quality of realized performance should be rewarded *in financial and non-financial way simultaneously*, it can mean by a certain financial reward, and by recognition, or praise. Also in case the employee has not achieved so much good results in comparison with the other his/her colleagues, the possibilities how to help him/her have been looked for. Manager simultaneously has praised the employee for such his/her behavior and activities in which he/she achieved expected results. This motivational effort of Skinner and his colleagues have been showed as a very successful and efficient – from mentioned reason it could be recommended also to all other managers and human personal experts of the organizations.

On the basis of this theory, it can be recognized, it is useful and motivating if the organization can inform employees by feedback, especially in situation, when the organization will be able to contribute to the solving of arising problems. Thus, it flows from practical experiences, the managers, those have implanted the elements of feedback into the motivation programs, achieve much results in comparison with the managers those did not implant a positive appraisal of work performance into the motivation programs.

5.11.
Goal Theory

G. Latham and R. Locke in their goal theory present the motivation and performance can be higher if the individuals' goals are specific, if these goals are exacting (difficult) but acceptable, and if there exists a response (feedback) of given performance[281] [1979, p. 70]. According

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[281] Latham, G. – Locke, R.: Goal Setting: A Motivational Technique that Works. New York. Organizational Dynamics. Autumn. 1979

this theory, a ***participation of employees in goals formulation*** is very important, because the participation represents a tool by which is possible to provide an agreement with a setting more difficult goals. The difficult goals must be discussed with the employees and must be agreed by them, whereupon the fulfilment of defined goals must be simultaneously supported by creative leadership applied from the side of manager and by providing necessary advices and help. Additionally, the feedback is extraordinary important for maintenance of motivation, especially in case of a fulfilment of more and more exacting goals.

Validity of this theory and intensity of final motivation are influenced by certain determining factors to which S. P. Robbins and M. Coulter add following[282] [2004, p. 403]:

1. ***A feedback created by the individual*** who possesses a possibility to search his/her own progress. This type of feedback information represents a stronger motivation tools than an external evaluation from the side of other colleagues.

2. ***A corresponding conviction about one's abilities****,* because the individual with a low self-belief probably decreases his/her effort or he/she sponges in exacting situation. The individuals with high self-trust try overcome a given challenge more intensively. We can also see that people with a higher self-trust may response on negative feedback by an increased effort and motivation, whereupon the individual with a lower self-trust may decrease their effort.

3. ***A concreteness of goals and their difficultness****,* because the concrete and difficult goals lead to the higher level of outcomes in comparison with goals formulated generally, and they also represent a strong motivation power.

Other authors – M. Erez and I. Zidon – emphasize the necessity of an acceptation of goals and creation of the ***feeling of commitment of their effective fulfilment***. Authors together have ascertained that if people agree with the goals, difficult goals will lead to a performance in comparison with easy or simply ones[283] [Erez, Zidon, p. 72].

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[282] Robbins, S. P. – Coulter, M.: Management. Praha. Grada. 2004
[283] Erez, M. – Zidon, I.: Effect of Good Acceptance on the Relationship of Goal Difficulty on Performance. Journal of Applied Psychology, 69 (1)
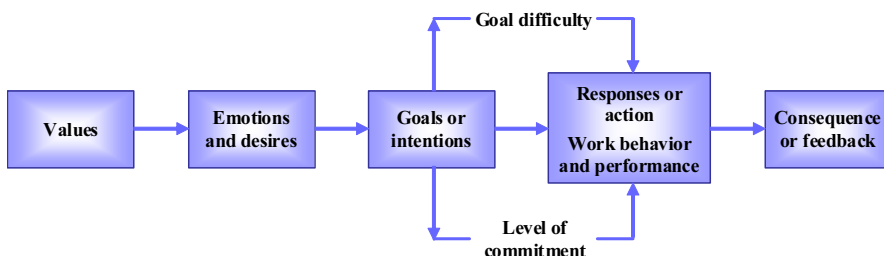
Figure 18: **Illustration of Locke's theory of goal setting**[284]
[Mullins, 1991, p. 325]

I. T. Robertson and his colleagues have continued in development of the goals theory. In their publication from 1992 they have presented following opinion: "The goals inform the individuals they should achieve a concrete level of performance, thereto it is necessary so that they will respect this requirement and evaluate their behavior according to this requirement. On the other hand, the feedback enables the individual to search, how successfully he/she works from viewpoint of given goals, so (if it is necessary), it is possible the individual will *correct his/her effort, direction, and maybe also a strategy of his/her task fulfilment*"[285] [1992].

5.12.
McClelland's Achievement Motivation Theory

Various human needs (motives, incentives) manifest not just in the working environment, but influence people's lives in the general sense. This can be seen as resulting from the cultural and social environment. Harvard professor David McClelland was one to make a considerable

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[284] Mullins, L. J. – Management and Organizational Behaviour. London. Pitman Publishing. 1991
[285] Robertson, I. T. – Smith, M. – Cooper, C. L.: Motivation. London. Institute of Personnel Management. 1992

contribution to classifying the system of work motives[286] [1961].

Having spent many years analyzing together with his colleagues the way humans react to different life situations and what motives drive them to behave in those particular ways, he discovered that a few innate motives (needs) determine a person's behavior for their entire life, or at least for the most of it. The scientist concluded that cultural traditions in place in a specific society (family, school, church, etc.) and the social environment act on a person's personality from the moment they are born.[287] Because this takes place in a similar environment, the author deduced that in most countries, people follow one or two motivational stereotypes throughout their life. From his research, McClelland identified three higher level motives[288] (needs) that determine an individual's behavior. Author classified them as a need for affiliation (n-Aff), a need for power (n-Pow), and a need for achievement (n-Ach)[289] [McClelland, 1969].

a) ***The need for affiliation, i.e. need for belonging***. People with high need for affiliation have a pleasure from that other people like them. They try to avoid unfavourable feelings those arise from the declining them by some social group. These individuals are the most often concentrated on the maintenance of pleasant relationships with the others, they are glad from an expressed trust and mutual recognition by the others, they are willing to help others in their obstacles, and they have a friendly relationship to the others.

b) ***The need for power, i.e. need to possess a positional influence***. McClelland and his colleagues ascertain that people with high

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[286] McClelland, D. C.: The Achieving Society. New York. Princenton. Van Nostrand Reinhold. 1961

[287] The author emphasizes this approach as being of great theoretical weight, because it explains how most of a person's needs (motives) are formed. Even though, as adults, with their specific experience and value systems, people can have different needs than in their younger years, the prevalent opinion has it that the line of inherited and taught needs remains dominant throughout the lifetime.

[288] McClelland's theories mostly focus on motives that drive people to act in one way or another, however, in our opinion, the concept of "needs" can be used as a synonym to motives in this case.

[289] McClelland, D. C. – Winter, D. C.: Motivating Economic Achievement. New York. 1969

need for power want to strongly affect the others and implement the control over other people and circumstances. Usually they are the good partners (but it is true, sometimes they are quarrelsome), they are full of energy, practical, and exacting.

c) ***Need for achievement, i.e. need for success***. People with high need for achievement want to be provoked by something, and they define difficult goals (but not unachievable goals) for themselves. These goals are often more difficult in comparison with goals of their colleagues. They are willing to take calculated risk. People with this need do not hazard, they rather analyze and evaluate the problems. They agree with personal responsibility for realized work. They want an immediate feedback on how well they are performing. They are not usually calm, they want a lot of work, and they are not afraid of failures.

McClelland's achievement motive has a positive effect on employees regardless of whether they are in the managerial levels or work as subordinate staff. In the author's opinion, an individual's core innate drive and desire to achieve competence is of utmost significance for the human resource management within an organization. The scientist noticed that employees with higher achievement motivation work harder when they know they will be commended for their efforts even if the risk levels of the task at hand remain rather elevated. It should also be noted that the need for achievement can be satisfied no so much by the fact of a person receiving credit for their success, as their personal feeling of responsibility and successful task completion.

Individuals oriented at achievement typically achieve their goals because they set realistic objectives and oftentimes have good planning and organizational skills. People with a highly expressed need for power can be easily motivated by intriguing and competitive work tasks and situations. On the other hand, those with a highly expressed need for achievement don't care for situations that don't offer possibilities for personal growth and don't perform well under such conditions[290] [McClelland, 1987].[291]

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[290] McClelland, D. C.: Human Motivation. Cambridge. Cambridge University Press. 1987

[291] For the sake of comparison we would like to note that individuals for whom achievement is not a powerful motivator, tend to perform poorly in such situations.

McClelland found that the need for achievement could be developed for more effective work results. The author also cautions that regardless of how developed an individual's need for achievement, it may not manifest itself if the organization fails to provide the individual with sufficient room to show initiative and to reinforce them for achievements[292] [McClelland, 1971].

To describe individuals who tend to be constantly motivated for improving their performance, McClelland later came up with an ***efficiency motive****,* which could be conceived in terms of the input/output ratio. Defining the efficiency concept, the author wrote that it manifests in better output given the same input, and, better yet, in situations where a manager or their staff aspire to achieve higher results all-the-while reducing work-related costs, whether material or immaterial.

Managers that have high **achievement motivation** usually prompt their employees to respond with the same and usually choose especially professional workers for their assistants. By setting high requirements in the way of achievements, such managers often have a difficult time with delegating authority. It is no surprise that "average" employees don't always manage to satisfy this type of managers by meeting all their requirements.

Most management experts agree that motivation for achievement among people in the Japanese culture is associated with the welcome need to constantly refine the surrounding environment, while for Americans it goes in line with individualism, which they value most of all, and which manifests in a person taking on full responsibility for their actions and results, controlling their fate and thus feeling achieved for making their individual contribution to conquering high altitudes (personal or team). Here we could agree with Brian R. Jewell, who argued that the need for achievement is the prominent one when it comes to human motivation[293] [2000], however question his conclusion that people with a strong need for achievement are poor team members. Our research shows that Jewell's latter statement could hold true only in cases when

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[292] McClelland, D. C.: The Two Faces of Power. Journal of International Affairs, 1971, Vol. 24, pp 30 – 41

[293] Jewell, R. B.: An Integrated Approach to Business Studies. Logan. 2000

an achievement-driven individual assumes the plant or resource investigator role from Belbin's team roles model.[294]

Evaluating the importance of realizing the need for achievement both on the state and individual levels, McClelland concluded that the need for achievement drives social and economic upturns[295] [1987]. Also, the author stressed that failure to acknowledge this motive became the main cause behind the collapse of past and current civilizations.

Achievement motivation corresponds to the esteem and self-realization level needs in Abraham Maslow's Hierarchy of Needs and, if compared to Herzberg's Two-Factor Model, the need for achievement, being related to work content, is a motivator factor.

The **power** motive in McClelland's theory explains the need some individuals have to influence other people and their organization, to nurture those surrounding them, deal with the consequences of risk and pursue a career.[296]

A strong need for power is linked with competitiveness and the desire to achieve a high status and do everything to retain it. The author found that people with the need for power more often than others tend to be active and energetic, not afraid of confrontation and able to stand their ground. Moreover, the power motive can be linked with a person's skills to perform both in cases of success and otherwise, which is why McClelland saw this need as a positive thing. Such individuals are usually good orators, are likely to demand more attention from others and have a strong sense of self-control (which they try to install in their staff) and low affiliation motivation.

The author's studies revealed that when it comes to people with high power motivation, the **fear of failure motivates them** just as much as the possibility of success would drive others. It has also been noted

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[294] These observations just go on to confirm our earlier conclusion that to motivate people for efficient work output it is necessary to take into account the entire array of factors that have an impact on human behavior.

[295] McClelland, D. C.: Human Motivation. Cambridge. Cambridge University Press. 1987

[296] Written sources suggest that people have been interested in the need for power since ancient Greece, as illustrated by Plato's "Republic". In the Middle Ages, this topic received attention from Machiavelli, French school philosophy, etc. All of them would stress the role this need played in state and human affairs.

that people with a high need for power don't necessarily have to be power hungry careerists. Many of us have probably read or heard of artists, musicians or athletes, who, upon achieving a certain degree of fame and piling up riches, remain dissatisfied, especially over the lack of a private life, what becomes demeaning to their feeling of power and self-control.

Analyzing various measures for satisfying the need for power, McClelland notes that "those individuals with the highest need for power, that is not expressed in a win-lose, dominance-submissive style, but a more socialized form of influence, should be groomed for advancement into higher managerial positions. Personal dominance may be effective in very small groups, but if a human leader wants to be effective in large groups, he must rely on much more subtle and socialized forms of influence. [...] This positive or socialized face of power is characterized by a concern for group goals, for finding those goals that will move men, for helping the group with the means for achieving such goals, and for giving group members a feeling of strength and competency they need to work hard for such goals,"[297] [1971].

According to McClelland, people that have high levels of the aforementioned needs are more likely to become leaders however their main weakness is that they can pretty much lose it in stressful and frustration-powered situations.

McClelland concluded that an individual goes through a few different stages before their attitude system in terms of authority is fully formed. For this reason, the author argues that by trying to convince a person to not act on or renounce a dominant need to influence others can in fact be more detrimental than beneficial.

McClelland's research found that people driven by the power motive make for great managers if they give priority to organizational instead of their personal goals. The scientist himself found a person's need for power a good thing in itself, especially when power in pursuit of the welfare of an organization becomes one's lifetime challenge. Moreover, it has been found that managers who achieve high results for the benefit of their entire organization are valued and appreciated by their staff.

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[297] McClelland, D. C.: The Two Faces of Power. Journal of International Affairs, 1971, Vol. 24, pp 30 – 41

McClelland used his research results for a **typology of three managerial types**:

1. *Institutional managers,* who have high power motivation and a strong sense of self-control.

2. *Personal power managers* have a more expressed need for power than for belonging however tend to be concerned with being liked.

3. *Affiliative managers* have high affiliation motivation in comparison to that for power and tend to be open and socially active.

The author's research has helped establish that both of the first two types of managers, who tend to set difficult, but feasible requirements both for themselves and their staff, are much better at performing their duties and usually achieve higher results than affiliative managers.

McClelland's power motive would appear between esteem and self-realization needs in Abraham Maslow's Hierarchy of Needs, and could be equated to the needs for recognition, growth and responsibility in Frederick Herzberg's factors leading to job satisfaction.

The need that McClelland coined **affiliation** is very similar to Maslow's ideas and reflects the desire some people have to have close and friendly relations with others. Such individuals are oriented at interpersonal relationships within a given group (community). It has been found that the motive to belong to a group and to act together for such people is very important for their psychological and physiological well-being and the sense of fulfilment. In the author's opinion, such people perform much more efficiently when a manager takes notice of their need and willingness to co-operate and gives them room for free expression. Moreover, these individuals and their need for affiliation will be fulfilled if a manager gives them more attention and periodically assigns them to different groups.[298] In the opposite case scenario, people with the need for affiliation are oftentimes anxious if they can't tell whether

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[298] Some experts in support of McClelland's stance on the importance of one's belonging to a group, note the necessity of focusing on boosting cooperation and communication ties, as they are a good platform for a person's skills to manifest, which, in turn, would help the organization keep talented individuals on staff [Cohen, D. – Prusak, L.: In Good Company: How Social Capital Makes Organizations Works. Harvard business School Press. 2001].

their colleagues like them or not, which can sometimes make them un-popular at work.

McClelland noticed that affiliative managers are often faced with problems, because extra attention works to maintain good working relations within a group only if the group itself acknowledges and welcomes this as something to improve work efficiency. Also, the author feels that placing too much emphasis on the social aspect can be detrimental when high work results are pursued in routinely activities and when managers have a difficult time assigning difficult tasks to employees and supervising their implementation. As we can see, the need for affiliation can manifest as a *motivator* in some situations, but act as a *hygiene* factor in others. Affiliation motivation in Abraham Maslow's Hierarchy of Needs would stand on par with the needs for love/belonging.

The essential differences between the motivational employee's needs require a manager's understanding as to why their staff has a different approach to their work. By understanding these differences, the managers can "speak the same language" with their employees, which makes it easier to design more effective motivation schemes for their staff. From this approach, McClelland's ideas are similar to the theoretical provisions present in Herzberg's theory.

Unfortunately, just as was the case with theories drafted by Maslow and Herzberg, the managerial environments in our domestic organizations ***don't exhibit any reliable information on employee motivation systems***, which would take into account McClelland's classification of work motives. A few different reasons may be accountable for this situation. To name one, regardless of the fact that Maslow and Herzberg's theories have been met with rather ardent criticism, not a single scientific or educational instrument is known to exclude the ideas promoted by these scholars, which cannot be said of McClelland's acquired-needs theory, which nonetheless was subject to less if no serious criticism in literary sources. This fact undoubtedly accounts for this theory not making its way into our working environments.

A study on priority needs according to McClelland's Needs Theory was conducted with a sample of 690 students in Lithuania's universities and colleges over the years 2003 – 2009. Respondents were asked to state their opinion on the following statement groups, i.e. rank them from "very relevant", to "completely irrelevant".

a) What goals they set for themselves and how much effort they direct at achieving them.

b) Whether they can be without friends and how they feel in contact with people who are satisfied with life.

c) Whether they like to dominate in a working group and how they defend their position and influence others in such an environment.

Figure 19 illustrates results of the study in question. Research results revealed that priority was given to the ***affiliation need*** across all respondent groups, with the average score for this motive at 37.8 percent. This need was marked as the prevalent one for almost 70 percent of the study sample. Most of the respondents were convinced that they feel best when they can communicate with other people, especially such that feel satisfied with life, and, on the contrary, don't feel well if their group of friends becomes smaller or especially if they are left without any. Faced with a choice between their beliefs and friends, most of these respondents would always choose their friends.

The need for achievement was expressed somewhat less (36 percent) however this need was the most important one for only one in four to five respondents. For this group of respondents it is very important to set ambitious goals for themselves and work to attain them, therefore they work until they are fully satisfied with the results. Most of them would feel satisfaction even when they have to work on their own free time, given that they enjoy their job.

The need for power was least important for the respondents in this study (26.2 percent). Based on survey results, the need for power was most important for every fifth to sixth respondent. Such individuals enjoy organizing the work process and dominating in the work collective, they always defend their position and tend to influence other people rather than yielding to influence themselves. Moreover, study results point to a difference in the strength of the power motive between students in non-university professional bachelor studies (25.6 percent) and those in university master-level studies (29.9 percent). This raises a question as to whether the results were accidental or, instead, reflect a person's thought-out (although, as we discussed in the theoretical portion of the book, not necessarily conscious) choice of where to study. As college-type schools are more focused on preparing professionals in a

specific field, it is our conviction that the results reflect a thought-out choice.[299]
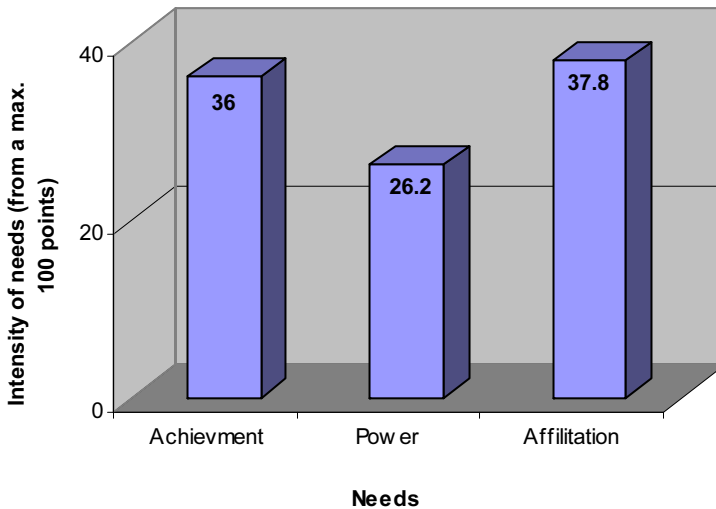
Figure 19: **Intensity of respondent needs according to McClelland's Theory of Needs**

Survey results revealed that even though one need proved to be more important than others, most people to some extent have features of all three needs. The study found that for some five to ten percent of respondents, two needs can be equally expressed. Moreover, according to the results, every 10th to 15th respondent had no need at all for pursuing power or to fret over failure to achieve something. Our study using McClelland's model of motivation again went to confirm the notion that

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[299] It has been found that among respondents that were surveyed in colleges and that scored high on power and achievement motivation some were prone to continue studies for a university-level masters degree.

the motives for power and achievement are important for just a small group of people.[300]

In this study we sought also to determine whether respondent gender had an impact on the importance of an individual's strategic needs. Figure features results of this particular analysis. Figures presented in the picture show that when assessing human needs according to McClelland's Theory of Motivation, the gender factor must be taken into account. As we can gather from the picture, the need for affiliation was pretty much the same for both groups of respondents. Compared with the male respondent group, women had a higher need for achievement (by almost 1.2 times), while the need for power proved stronger by a third among the male respondents. The provided figures show that even though men are more active in their pursuit of power, they tend to apply elements of authoritarian management when in power (see study results according to McGregor's X and Y theories), while most women pursue power in view of applying democratic measures to achieve set out goals.

Comparing results of the surveys on McClelland's Theory of Needs with those of the need structure based on Maslow's Hierarchy of Needs and Herzberg's Two Factor Theory (see subsections 3.4 and 3.5), despite of certain similarities, we see a rather conflicting tendency in some of the results. This leads us to question whether there are some compatibility issues with studies comparing McClelland's theory with that of Maslow and other theories concerning needs and what is the practical application of this theory. As we saw earlier, Maslow and Herzberg's theories show the extent to which a person's needs are expressed and how they manifest in the working environment with their pros and cons, and therefore they reflect a respondent's opinion in a specific moment in time. Earlier we discussed that the social and economic situation within a given country or its region has an impact on an organization's

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[300] This conclusion completely correlates with respondent answers on their team roles according to Belbin's Role Theory. The plant and shaper roles, which show the need to influence other team members, were far less important for the respondents than the rest of Belbin's roles [Gražulis, V.: The Importance of Team Roles in Organizing Collective Work (according to R.M. Belbin's theoretical survey of team roles in some Lithuanian higher schools students). The International Scientif-Practical Seminar: Sustainable Management and long-life Education in 21Century, Prague, October 9 – 11, 2006, pp. 34 – 44].

strengths and weaknesses regardless of how it is managed, and this undoubtedly influences the process of designing motivational systems for employees. McClelland's theory is aimed at ascertaining the level to which a person's innate or consciously acquired higher-level needs influence their behavior in the broad sense and reveals a person's essential motivational stereotypes (strategic needs) that stick with them throughout their life or at least for the most of it. This leads us to conclude that respondent results on survey questions prepared to test McClelland's theory don't necessarily have to match those drafted under Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory.
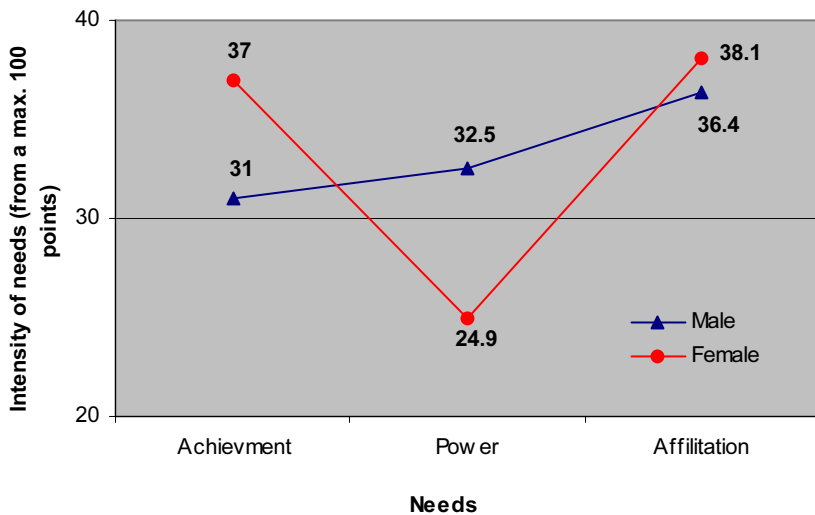
Figure 20: **Lithuanian respondent needs according to McClelland's Theory**

Interpretation of McClelland's Theory of Needs: the heredity of personal qualities, family traditions and the social and cultural environment play a part in forming a person's motivational stereotypes that stay with them from birth and throughout their life. The author's research has helped understand that throughout their lifetime, individuals aim to realize just a few essential (strategic) needs, which are manifested through their desire to achieve something, influence other members in a group or

community and feel an affiliation with those surrounding them. By understanding a person's strategic needs, organization managers can prepare more effective systems for motivating their employees.

5.13.
Homeostasis Theory

In 1915, in the frame of biological interpretation of a motivation of human behavior, American physiologist Cannon has formulated so-called homeostatic theory. The gist of this theory consists in knowledge that an impairment of optimal (balanced) internal, physiological conditions of organism function determines the origin of biological processes – including the behavior – which are directed to redressing of the impaired balance, and which are finished by re-achievement, possibly by extinction (by death) of the individual. There is a reason of this theory that the human organism is permanently in the stage of an unbalance, similarly as all living organisms. The human organism exerts the energy so that it can stay alive, and it has to continuously supplement this energy. Thereto it is possible to mention that the homeostatic principle is the basis of every human behavior, or the individual and his motivation.

J. Vymětal presents following idea in this connection[301] [2004, p. 280]: „In ideal case, if the psychical processes run without complications, the most pressing need will energize the organism to that time till it is satisfied or removed by a stronger need".

From a psychological point of view, it is possible to interpret this model in following way: "If the psychical balance is impaired, the tension will arise, the need, that will develop internal press upon the individual. Then the individual with application of knowing functions and experiences directs his/her activity (behavior) to certain a direction with an intention to remove this press, i.e. with a goal to satisfy considered need. The satisfying this need leads finally to a redressing impaired balance, to calmness"[302], [Bedrnová, Nový, 1998, p. 244].

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[301] Vymětal, J.: Obecná psychoterapie. Praha. Grada. 2004
[302] Bedrnová, E – Nový, I. a kol.: Psychologie a sociologie řízení. Praha. Management Press. 1998

The homeostatic model concerns mostly with the motives those are instigated namely by needs of the organism. But it is convenient for interpretation of only a little forms of the human behavior, and some theorists consider it as insufficient for explanation of the motivation of human behavior as a whole. A reason of this opinions consists in notion that people are not only the passive beings whereupon their behavior is concentrated only to a maintenance of internal balance (as it is implicitly presumed by this theory), but their behavior is the component of social structures in the widest meaning. It means this one is in permanently connection with the physical and social-cultural environment that permanently influences it.

5.14.
Pragmatism in the Management of Working Motivation

Managerial system of principles of motivating, set up from a mixture of various theories of working motivation, is represented by popularizing publication of N. A. Harlander from 1989. Author in his publication presents that the basic principles of management are historically created ways of leadership, and they are characteristic by their following forms[303] [1989, p. 138]:

1. **Management by objectives** is based on presumption that the employees may permanently control themselves in the work by concretely assigned goals (amount, time, result). The employees are informed of the goals, the requirements demanded of them, and the characteristics of performance that they have to accomplish, and the employees must learn to identify themselves with these goals. They are provided by needed means of achievement of assigned goals or tasks, whereupon the employees decide which of these means they use for fulfilment of the goal – in this way, they are responsible of their concrete success or failure. This method activates the consciousness of self-activity, simplifies an objective evaluation of the performance, and provides a personal independency of the employee against various manipu-

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[303] Harlander, N. A.: So motiviere ich meine Mitarbeiter: Die Kunst der Motivation im Berufs und Geschäftsleben. München. 1989

lations. Some drawback of this method consists in a rigorousness of formulation and appraisal of the performance. But this drawback may meet certain conditions and specifics of some organizations.

2. ***Management by delegation*** represents a transferring clearly defined space of the responsibility upon the subordinate colleagues (employees, or managers of lower hierarchical level). The aim of this transfer consists in development of consciousness of one's own responsibility for given areas of the tasks. In this way each employee or manager knows his/her own possibilities and limitations, and he/she learns to apply a wider (organizational) responsibility in his/her thought and behavior. A difficulty of organizational providing of the delegating by directives may be looked as a drawback of this method.

3. ***Management by exception*** means a leading people by regulation of special cases. According to this method, the managers should concern only with exceptional cases of working tasks in order they can devote their attention to their tasks and goals (tactical and strategic). This method assumes the differentiation of routine and exceptional tasks, and the setting of criterions of these tasks.

4. ***Management by information or management by communication*** means an application of wide informational policy on all levels of the organization, in intention to achieve especially the improvement in work in quantitative and qualitative meaning. This method is suitable namely for such organizations in which the employees and managers feel the shortage of needed or actual information. The method issues from an assumption that only those goals can be successfully achieved the fulfilment of which is provided by sufficient information system or convenient communicational environment, without communicational obstacles, or barriers.

5. ***Management by participation*** is based on a participation of employee in the leadership and decision making, whereupon the employees are included (engaged) in the area of organization' decision making. In this way, the specific knowledge, experiences, and skills of the employees or the managers of lower hierarchical organizational levels can be utilized, and at the same time, the dangerousness of an acceptation of incorrect decisions can be reduced in such way, the wider spectrum of the employees and managers will be engaged in these decisions.

6. ***Management by learning*** issues from the principle of lifelong educating (learning). In accordance with this principle, each employee or manager has to permanently learn and improve his/her own actual skills. By this method, it is possible to achieve a qualitative improvement in performance on all levels and in all areas of the organization function, because the employees with need for professional-personality growth look for the space of increasing in level of their potential. An intention of this approach is to achieve situation so that the organization can dispose by sufficient number and structure of self-acting, self-confident, and willing colleagues.

7. ***Management by innovation*** represents a leading colleagues by the supporting their creativity, because just flexible organizations with the creative employees and managers are able to successfully master exacting conditions of the competitive environment. The creativity leads to the innovations, whereupon from motivation viewpoint the creativity is a source of growth of the personality.

In opposite to fact that Harlander's approach looks as suitable namely for the motivating employees those realize an intellectual work, these recommendations are really inspiring.

5.15.
Synthesis of the Knowledge of Motivating

The work of important American manager and organizational adviser M. Maccoby ranks among the very successful attempt of synthesis of knowledge in the area of the influencing and forming motivation. This synthesis is called as a *"theory for our present days"*. Author is persuaded that his theory reflects a stage of present economics and social psychology, and especially of present psychology of the work motivation[304] [1988, p. 17]. A basic thesis of this theory consists in a notion that the productive motivation arises just when people want something what the organization needs, and vice-versa.

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[304] Maccoby, M.: Warum Wir Arbeiten: Motivation als Führungsaufgabe. Frankfurt /M. 1988

The synthesis is based on a **new approach to the human motivation in general**, it directs to the understanding motivation and application of new knowledge in leading people in the productive organizations. Author gives the managers a theory that can provide them a ***possibility of self-realization and extending their own qualification***. This synthesis integrates existing empirical results, authors' experience, and also his extensive research. An object of the research was an investigation of many thousands employees of various categories with help of interview targeted on employees' relation to their values was.

*„Self-development does not mean only that men and women must create the models of their roles, but also, that a new working motivation arises. ... We live in epoch of changes of values those are caused by the changes in structure of the work and family. ... Our feeling of esteem and self-value depends on whether we will be respected of our work by the others. We could not exist without the work. But we have to differ between the work in which we realize our talent and which brings to us a pleasure, and work which is only a means of our livelihood. We hope the work provides us the money, the joy, the recognition, the fame, the power, the knowledge, the independency, world, and maybe also the satisfying creative impulses. Turned page of this hope consists in a fear that we do not achieve our goals. Our having an itch to work is an emotional necessity that is managed by our idea of values and chances. In this way, the self-realization, the hope, and the fear become the strongest factors motivating us to the work. ... We have to know our so-called **dynamical values** in order to know, what motivates us and the others,"*[305] [Maccoby, 1988, pp. 19 – 23].

Maccoby understands the values as by energy fulfilled formulas of the perceiving, thought, will, and action those are dealt commonly by the members of organization. Author marks these formulas as the value incentives and he structures them to eight categories: a surviving, an affiliation, a delight, information, mastery, a play, a dignity, and a sense. These categories are created by people, and in case of the various individuals these ones are developed in different motivational intensity. System of these values is illustrated in Figure 21. Author presents that peo-

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[305] Maccoby, M.: Warum Wir Arbeiten: Motivation als Führungsaufgabe. Frankfurt /M. 1988

ple are the most strongly motivated when the work satisfies their needs for development.

Figure 21: **Values instigations of motivation according to Maccoby**

From mentioned above values, probably only a *value of sense* needs an explanation. The effort to achieve the sense shows a strategic function (even when people sleep, the desire for sense of their dreams expresses in them). It consists in a tendency to form impulses into the whole and give sense to every situation. According to author, a basic task of the motivating from side of the manager consists in an under-standing of impulse values of subordinate colleagues and in a building

the opportunities to presentation of these values. In order to increase the motivation, the managers may apply four operative tools: the responsibility, the rewarding, the giving reasons, and the relationships.

The responsibility: it must not been neither under the level nor over the level of qualification and it must be accompanied by readiness to the risk, joy from experimenting and next development. In general, the responsibility without professionalism becomes a load and no motivational factor. In the world of "techno-service", the motivating does not demand always only a movement to the higher positions (promotions), but rather an extending of areas of responsibility.

The rewarding: "The outlook for the rewards will motivate, if it instigates a hope. Rewards are also a confirmation of the individual value. They satisfy needs for recognition and the needs for fulfilment of the sense, and they also intensify relationships,"[306] [Maccoby, 1988, p. 55]. Money is not the only and the most effective reward. At present, there become rewarding motivation tools for example: the approach to information, the participation in decision making concerned with own work, and also the activity that provides the increasing in its own market value. The employees should possess a feeling that they are rewarded, recognized, and evaluated for real work performance. Different salaries are considered usually as a fair, and the rewards have to require a productive behavior (innovations, adopt the new methods, exerting of the extraordinary effort, etc.).

The giving the reasons: the employees should know the reasons of requirements those organization has put on their work, especially in crisis situations of the organization's existence, and in its relations to the competitors. This approach intensifies an active engagement of employee in the achievement of organizational goals. If the employee is inform of the purpose of a work, he will find a sense in the work. Thereto it is also necessary to know an actual organizational policy.

The relationships: the employees are motivated by the relationships with superiors, hierarchically equal employees, colleagues, customers, and suppliers. The regard to dignity does not mean only a limitation of an excessive control and an elimination of expressions of unbe-

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[306] Maccoby, M.: Warum Wir Arbeiten: Motivation als Führungsaufgabe. Frankfurt /M. 1988

lief, but also a re-movement of differences among the groups in organization and symbols of authority. The managers necessary have to build the functional relationships which are psychologically purposeful and which respect the individualities of the employees.

So, generally is true, if the convenient working environment is created, if the needs for growth of personalities of employees and managers are satisfied, and if the appropriate rewards for work performance are assigned, then the high motivation will be created, and the employees and managers will actively try to achieve given goals.

5.16.
Collins's Level 5 Leadership

Fifth level leadership theory ranks among the newest and, at the same time, very remarkable theories. It is true, this theory is not devoted directly only to theme of the motivation and motivating, but because of its consequences and because it concerns with a **profiling of motivationally acting leaders**, this theory strongly deals with the desirable instigating and directing human behavior. Thereto it is convenient to add this theory (at partial rate) to the theories those enrich the present theoretical-pragmatic base of work motivation. Essentially, this model is based on absolute and non-compromise motivation of the top managers to achieve great performances and subordination their own motivation and effort to the motivation of their organizations and colleagues.

Author of theory of fifth level style of leaders is Jim Collins who manages Research laboratory of management in Boulder in Colorado. In publication from 2004 Built to Last: Successful Habits of Visionary Companies[307] [Collins, Porras, 2004], Collins together with his co-worker Jerry Porras present original ideas and recommendations by which is possible *from good organizations to build the great organizations*. Especially, the application of strategic motivational and responsible effort of leaders is important in this building.

Authors in their research have analyzed eleven organizations those was considered as good or able organizations, but in the end of nineties

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[307] Collins, J. – Porras, J.: Built to Last: Successful Habits of Visionary Companies. Harper Business. 2004

of the preceding century from the good organizations become the great organizations (their market value increased eight times more intensively in comparison with the other organizations). Collins presents that the key of this success consists in fact that the top managers of these organizations – leaders – have realized the simple qualities, called by author as „The Level 5 Leadership Style". According to author, it consists in the ***unique mixture of behavior, including the personal humility and professional will of the leaders, it means, it consists in the combination of their modesty and, at the same time, their courage***. On the one hand*,* the fifth level leaders are calm, reserved, and they admit the failures in unfavourable situations. On the other hand, they demonstrate the resolute solutions of any procedures those provide the effective long-term results (Table 9). Apart from mentioned characteristics, Collins introduces that the matter-of-fact of successful transformation to the level of great organization does not consist only in the application of fifth level of leaderships, but it requires a clear vision and strategy, faith and facts, impulse to the development, concentration, technology, and discipline.

Table 9: **Features of the behavior of the Level 5 leaders**[308] [Collins, 2001, p. 71]

Personal humility	Professional will
Demonstrates a compelling modesty, shunning public adulation; never boastful.	Creates superb results, a clear catalyst in the transition form good to great.
Acts with quiet, calm determination; relies principally on inspired standards, not inspiring charisma, to motivate.	Demonstrates an unwavering resolve to do whatever must be done to produce the best long-term results, no matter how difficult.
Channels ambition into the company, not the self; sets up successors for even more greatness in the next generation.	Sets the standards of building an enduring great company; will settle for nothing less.
Looks in the mirror, not out the window, to apportion responsibility for poor results, never blaming other people, external factors, or bad luck.	Looks out the window, not in the mirror, to apportion credit for the success of the company – to other people, external factors, and good luck.

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[308] Collins, J.: Level 5 Leadership: The Triumph of Humility and Fierce Resolve. Harvard Business Review. January 2001

In his article from 2001 Level 5 Leadership, Collins explains the content of behavior of fifth level leaders in following way: "The leaders of fifth level renounce their own needs in favour of setting more difficult goals for building the great organization. It does not mean that these leaders do not have their ego or their own interests. On the contrary, they have unbelievable ambitions – but their ambitions are firstly and foremost directed towards the organizations and not towards them,"[309] [2001, p. 73].

The motivational aspect of this model can be defined also from a viewpoint of the example (ideal) that may be highly inspiring and motivational in case that the manager **wants to permanently develop his/her own professional, managerial, and motivational potential**. Level 5 pyramid describes, what abilities are expressed on defined levels, whereupon the motivation of the individuals may be directed to the top of pyramid – to the achievement of quality of the fifth level leaders (Figure 22).

LEVEL 5 LEVEL 5 EXECUTIVE
Builds enduring greatness through a paradoxical combination of personal humility plus professional will.

LEVEL 4 EFFECTIVE LEADER
Catalyzes commitment to and vigorous pursuit of a clear and compelling vision; motivates the group to high performance standards.

LEVEL 3 COMPETENT MANAGER
Organizes people and resources toward the effective and efficient pursuit of predetermined objectives.

LEVEL 2 CONTRIBUTING TEAM MEMBER
Contributes to the achievement of group objectives; works effectively with others in a group setting.

LEVEL 1 HIGHLY CAPABLE INDIVIDUAL
Makes productive contributions through talent, knowledge, skills, and good work habits.

Figure 22: **Level 5 hierarchy**[310] [2001, p. 70]

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[309] Collins, J.: Level 5 Leadership: The Triumph of Humility and Fierce Resolve. Harvard Business Review. January 2001

[310] Collins, J.: Level 5 Leadership: The Triumph of Humility and Fierce Resolve. Harvard Business Review. January 2001

It is important is that the individuals do not need to proceed sequentially through each level of the hierarchy to reach the top, but to a full-fledged Level 5 requires the capabilities of all the lower levels, plus the special characteristics of Level 5.

Author in his other book (Good to Great) presents following idea: "People, those change good to great, are motivated by a deep creative desire and by an inner having an itch to achieve full and genuine excellence for excellence itself. In the contrast, people those have built some average, and those maintenance it in the averageness, are motivated by the fear that they stay lag behind,"[311] [2005, p. 175].

Collins tries, and, at the same time, he also recommends so that the top managers of organizations – leaders – will reflect these qualities and will disclose the differences of their behavior in comparison with the qualities of 5 level leaders, and also in this way they will contribute to improvement in the motivation and performances of their subordinate colleagues.

5.17.
Creative Proactive-Concluding Theory of Motivating

In spite of the known complexity and difficulty of the motivating, it is surely convenient to motivate oneself and motivate the others. It is true the emphasizing proactive aspect of the human potential and its possible contribution to the organizational running *permanently makes tension to provide/work out the new and new theories, and recommendations,* which enable to help the executives of organizations to adequately utilize, develop, and motivate their human potential. A lot of theories and models of the motivation and motivating exist in literature, but it flows from the often cooperation with organizations that these theories and models are considered as a non-corresponding with daily fulfilment of their motivation function. The mentioned opinion can be surely polemized. But a satisfaction with this alibi probably is not suitable, neither from a point of view of the theoretical basis of the human

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[311] Collins, J.: Good to Great. Z dobrého skvelé. Banská Bystrica. Eastone. 2005

potential management and development, and nor from a point of view of practical realization of the motivating.

5.17.1. Argumentation of Implement of Proactive-Concluding Theory

As was already presented, the motivation of employees and managers is a phenomenon that continually attracts a bigger and more serious attention. The permanent pressure of external and internal environment, and of plenty of circumspective and also unexpected influences leads the executives of organizations to the effort to strengthen the viable and strategic successful of organizational action. The executives increase the effort to require and acquire from the employees of all categories gradually higher and higher level of their direct and accompanying performances, savings, creativeness, new ideas, enthusiasm, loyalty, identification of individual goals with goals of organization.

The social systems of the organizations, existing to this time, and marked by previous experiences, have to adapt to these realities. These systems must not enforce the conditions, but on the contrary, they have to consensually create such conditions and thoroughly prepared mechanisms of their continual transformation to the systems those will be able to accept and simultaneously reflect the contemporary understanding of the uniqueness and possible effect flowing from the considerable utilizing of the human characteristics and competences. In other words, these systems should be re-defined (changed by dynamical philosophy) from systems of the human resource to the systems of the **human potential**. All members of the social system of organization must understand their own skills, abilities, experiences, efficiency, and performance, and the skills and knowledge of their colleagues as the open systems of the attitudes whereupon these attitudes are developed, respective should be developed in the course of time. This personality-competence development of each individual and group can be ordered by the regulations of the organization in strictly and non-compromise way. But if this development is conveniently instigated and praised, i.e. if the employees and managers are motivated to it, this one will be subjectively more attractive, and will lead to the concluding positive consequences.

Unfortunately, a lot of the managers do not dispose by organization created conditions for the implement of permanent and purposeful forming of the motivation of their employees. From outcomes of the research, realized in 2009 on pattern of the employees and managers of Slovak and Polish organizations, has flowed ascertainment about low frequency of created ***individualized motivation programs*** in the organizations (detailed identification of this research is presented in chapter about motivational model of the extending of participants spectrum in the human potential management). As flows from Figure 23, the answers of employees confirm that the managers *do not work out any motivation program* for 37.67 % of employees, and only 16.1 % of them confirm that the manager creates motivation program even with their participation.

This information is extraordinary unfavourable – it is probably a reflection of plenty of the negative elements and unsolved problems in the interpersonal relations. This ascertainment indicates a certain unknowing or simply an unwillingness of the managers to influence the employees in systematical motivational way. This situation is too alarming, and it is necessary to solve it. One of possible ways of this effort may be represented just by an introduction and an explanation of creative proactive-concluding theory of the motivating.
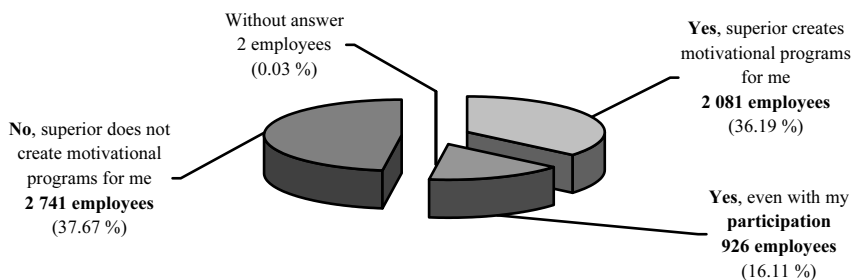
Figure 23: **Answers of employees about creation of individualized motivation programs**

5.17.2. Characteristics of Creative Proactive-Concluding Theory

Because the human potential management and development as a scientific discipline ranks among pragmatic sciences, the mission of which consists in the help with solving problems of the practice (often in advance), it is desirable to meet the demands of the managers, and henceforth try to devise/create more practical theories of the motivating. In these intentions, the creative proactive-concluding theory of motivating can be easily understood and implemented. Figure 24 in graphical form illustrates the philosophy and proceeding of fulfilment of this theory.

Theory is based on necessarily high perceptiveness of managers and their willingness to devote full attention except their professional and managerial work, especially, to the motivating subordinate colleagues. Analogously, as J. Mounton's and R. Blake's Theory of managerial grid and Collins's model of Level 5 leadership, also this theory could become an inspiration for the managers those want to develop their personality and their managerial and motivating potential. It requires the maximal concentration and empathy of the managers, and also the conviction of correctness of an expressive motivating behavior, and influence upon the subordinates and other co-workers.

The premise of theory consists in knowledge that it is necessary to react on any marked change of motivational preferences of the employees, because according to author M. Hitka: „... various motivational factors influence the motivating employee,"[312] [2004, p. 7]. Otherwise, the employees could lose the trust towards the manager – probably, a frustration arisen from the loss of trust could cause the decrease in their performance.

The matter-of-fact of this motivating theory consists in the necessity to remove the ***routine and limiting stereotypical motivational approaches and tools*** from motivational action of the managers which are traditionally used whereupon their motivational effect is negligible. The intention consists in help the managers to overcome a certain shyness and fear from the application of new, innovative motivational approach,

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[312] Hitka, M.: Metodika analýzy motivátorov v podnikoch DSP. Zvolen. Vydavateľstvo Technickej univerzity vo Zvolene. 2004

procedures, tools, and events, especially, by an acceptation of 3-plain effect flowed from their implementation.
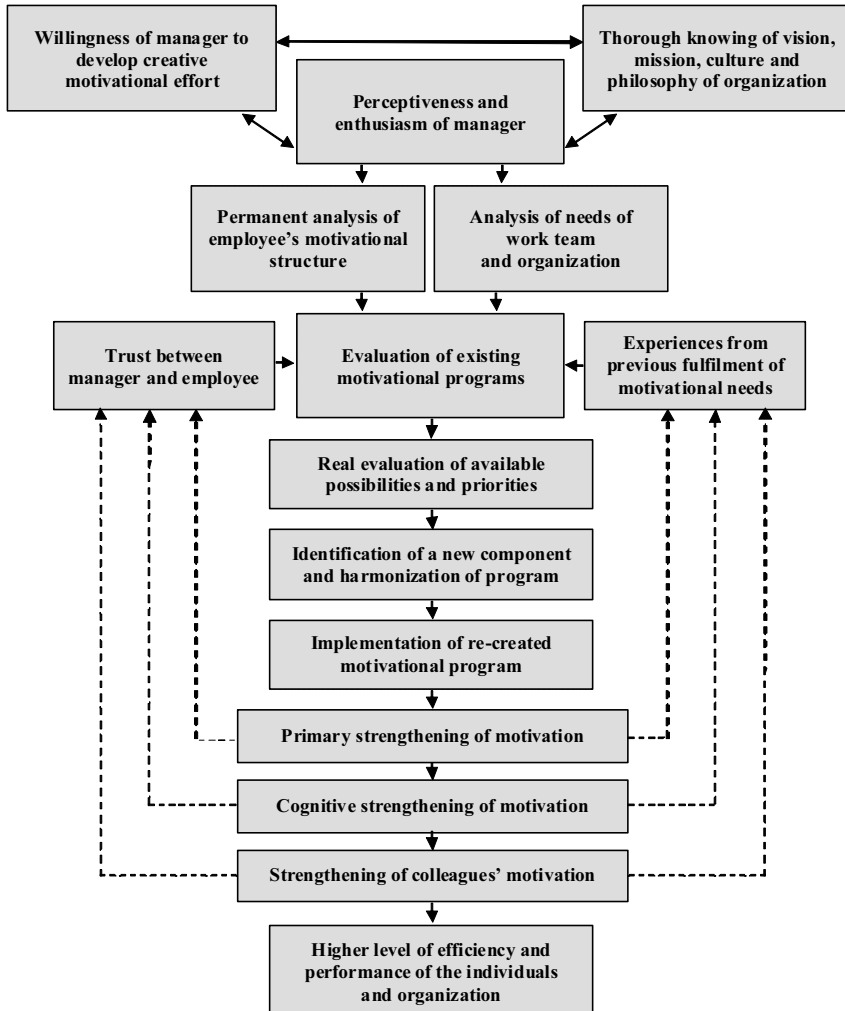
Figure 24: **Philosophy and proceeding of application of creative proactive-concluding theory of motivating**

With implanted situation aspect, the theory issues from a permanent necessity to *suitably put the finishing touches into the individualized motivation approaches* applied towards each particular employee. It means it is needed to include a new component, or more unusual and original components, into the continuously realized motivation program in desirable time, and with an application of a situation accent, whereupon these new components can contribute to the solution of the most pressing needs or expectations of the employee.

The concrete form of the individualized re-building of the new contents of motivation program, which is designed to the concrete employee, can not be stereotypically applied towards all others. The theory assumes the manager really thoroughly knows the motivational profiles of his or her subordinate colleagues. The manager must know the needs, the interests, the ideals, the wishes, the long-term mood, and the qualification-personality orientation of each subordinate, including the strongest stressors and influences instigating the aversion (possibly apathy) which torment the subordinate co-worker and hinder him or her in a purposeful performance accompanied by an adequate joy and satisfaction.

It is very important the manager has to identify himself/herself with the fact that the final forms of new contents of the motivation programs created individually must be *necessary different in case of various employee*. For example, in a case of the employee who feels an uncomfortable syndrome of burnout, the manager can include the painting of walls in employee's office by green color. It can be a good supportive element of re-created motivation program. In a case of the employee who has health difficulties connected with the pain of spine that hinder him or her in full concentration, and hinder him or her to work in a wished physiological state, the supportive element of the new motivation program can consist in the providing of working table and chair shaped ergonomically. In a case of the employee who feels some social uncertainty, the manager can include the organizing of pleasant joy-competitive, eventually, introductory evening (party) with the other colleagues, in the meaning of supportive component of a supplemented motivational program.

Evidently, the implanted new components must be conveniently combined with the content of motivation program existing to this time.

A situation can become in this area that the existing motivation program can be harmonized with the supplemented original components without problems. But sometimes a situation can become when the new element is impossible to harmonize with existing these ones, and the manager will must remarkably revise motivation program into the new, completed shape. Perhaps, the managers will master this higher effort (small complication of this theory?), and will go on in a started motivational behavior, and building more motivational environment for their employees. Thus, mentioned above *3-plain effect* flowing from the application of such motivation program which is permanently modified, and which reflects to the felt needs/expectations of the employees, will surely contribute to the work motivation strengthening.

Through utilization of the creative proactive-concluding theory of motivating, the organizations can obtain the concrete contributions in next three subjectively cognized plains:

1) **The plain of primary strengthening of the motivation**. If the manager provides the painting employee's office by green color (green color in the meaning of an instigation of employee's creativeness, calming down of mind overburden lastingly, renewal of his/her forces in acute state of the working burnout, or simply, complying with wishes of the employee who likes green color), he will promptly react on inconvenient situation of this employee. The direct consequence of the application of this original motivational tool can be reflected in such situation that the realized intentional action of manager helps to satisfy employee's need/wish. It is probable, even sure, that the employee's capability and performance will immediately increase, as the direct relation to the achieved feeling of satisfaction from the fulfilment of mentioned psychological need.

2) **The plain of secondary – cognitive – strengthening of the motivation**. When the employee comprehends in all depth what effort is exerted by the manager towards him or her (for example: an attention which the manager devotes to the employee; a manager's willingness to be permanently concentrated on the identification of employee's changing needs; a loss of the manager's fear flowed from a decision to apply the original motivational tool; a choice of nontraditional motivational tool identi-

fied by a high creativeness of the manager; a time and effort exerted on a painting employee's office; financial means settled to the company which has realized a painting of the walls), this knowledge will even more strengthen so far existing level of the employee's motivation. The indicated secondary-plain contribution will be longer and more intensive, surely.

3) **The plain of transferred – concluded – strengthening of motivation of the other colleagues**. The quality of employee's work done can be increased by the satisfying of his or her need (for example: work in environment where a green color predominates). This fact can develop following effects:

a) When the other employees understand that the superior (manager) is willing to devote the motivational effort towards their colleague, and this effort is successful, and fulfils its purpose, they can comprehend at full degree that to motivate others (colleagues, subordinates, or superiors) is possible and also extraordinary contributive. It means that an effect of parable can *contribute to the strengthening of total* motivation *atmosphere in the work group/team*.

b) The higher satisfaction and joy of the work can lead to a better psychical mood and enthusiasm of the motivated employee. Consequently, he or she will probably influence upon his or her colleagues by a better psychical comfortable, a friendlier behavior, an opener positive communication, etc. In this way, the satisfaction of motivated employee can *contribute to the better* work *atmosphere in all work group/team*.

c) In situation that the work outcomes of some employees represent the direct inputs of their colleagues (continuity of working activities and efforts), the higher level of work outcomes of the motivated colleague directly influences the quality of work of the other colleagues. In this way, the higher quality of motivated employee's work can *positively act upon the quality increase of work outcomes* of all team/group.

With regard to **synergic effect** of every intentional behavior causing generally, it is possible to additionally introduce that (apart from the previous 3 plains of the motivational effect in case of one employee) the connection of effects flowed from the application of continuously *cre-*

ated motivational programs of all employees in the team **will multiply and conclude the total motivational effect** not only at present but also in the future indeed…

On the basis of presented idea, we can formulate a following *qualitative equation of the multiplied motivation intensity* which is strengthened by this theory:

$$SEM = f\,(MP1 + MP2 + MP3),$$

SEM = intensity of motivation of the working team multiplied by synergic effect,

MP1 = intensity of the motivation according to first plain of (primary) effect of the motivating,

MP2 = intensity of the motivation according to second plain of (cognitive) effect of the motivating,

MP3 = intensity of the motivation according to third plain of (concluded) effect of the motivating.

In spite of potentially great contribution flowed from the application of this theory, the theory has also one behavioral drawback: it is very important to prevent the feelings of non-recognition, envy, and unfavourableness from the side of other colleagues in the team. It means the manager has to implement the positive and proactive motivational behavior **towards all his or her subordinate colleagues** – inconvenient pulling strings for some individual (protégé) must not be expressed in the manager's behavior. A differentiation in this area is admissible only from a viewpoint of the form or character of involved original motivational elements; it is not admissible in the meaning of the expression of sympathy or antipathy towards any subordinate colleagues.

The introduced creative proactive-concluding theory of the motivating represents (to a certain degree) the nontraditional approach to theories of the work motivation strengthening. It flows from actual experiences, it is needed to permanently try to develop the knowledge in the area of managerial and behavioral sciences, not only by working out of older knowledge and adapt it to the new conditions, but also by newer,

less traditional approaches. Perhaps, an approach of presented theory is just this.

It is suitable to mention again, that the origin of this theory was caused by the effort to enrich present theoretical basis of the management, development, and, especially, motivating human potential. The impulse of origin of this theory has consisted in the effort to help managers to approach toward the creation of motivational programs more efficiently, and, mainly, more creatively, and in this way to build a friendlier and more inspiring work atmosphere for the employees and managers of the organizations. According to lot of previous discussions conducted with the scientists (colleagues from Slovak, Czech, Polish, and Lithuanian universities), and managers of real practice in Slovak environment, we hope that creative proactive-concluding theory of the motivating will be successful in its intention, and creative motivational action will be also concluding positively.

6.
STRATEGIC MOTIVATING
OF HUMAN POTENTIAL

One of basic arguments in the considering an importance of strategic motivating of the human potential consists in fact, that all projects and all activities those organization deal with, *are always prepared and implemented* **just and only by the people** *working within the organization*. The motivation and work results of each manager, expert, or employee influence the quality and quantity of outcomes of all organization. In this way, the motivation and results of human potential predestinate the measure of *future – strategic – successfulness* of the organization action on the market of products and services, or on the market of working (human) potential.

The strategic motivating of human potential reflects necessity to thoroughly prepare and realize a lot of the processes, programs, and arrangements by which the motivated human potential will be able to provide not only present but especially future prosperity of the organization function. It is always needed to issue from knowledge the people, as the thinking and intentionally acting beings, impress a hallmark of the uniqueness, the dynamics, and the pro-activity to their organization. People try to resist the negative factors and powers those influence the organization, they try to utilize all their potential and advantages for realization of convenient opportunity which are providing by the environment of organization. The most dynamical organizations possess the managers, the specialists, and the employees, i.e. the human potential that does not only react on impulses and challenges of organizational environment, but additionally, this potential permanently creates and fulfils strategic chances by its high motivation, action approach, and purposefulness.

This idea is based on the starting point that almost **all external and internal factors** – and also the measure of impact of these factors upon the organization, the "resistance" of organization to these factors, the success and effectiveness of the organization – **are called up and**

caused and again in the future will be provided just by people and their motivation. If the organization finds itself in bad situation, it can be caused by low or inconveniently orientated motivation and competency of the managers and the employees, respective by their previous inconvenient decisions, and non-system work behavior and performance. On the contrary, the effective function of organization and its strong position on the market is also a consequence of previous quality of motivation of the organization members – a consequence of purposeful strategic effort and intentional work of the skilled and motivated employees of all categories and levels inside the organization.

On the foundation of mentioned above notions, it is possible to identify oneself with the idea it is really needed to strategically, carefully, and permanently develop the motivation which is possessed by the employees and managers, or which they can possess, and in this way, it is possible to contribute to the natural realization of the motivation in favour of organization. But, such motivational approach to all employees, experts, and managers within the organization must be surely applied in order the total and connected behavior can be achieved on much more higher qualitative level in comparison with only a simple quantitative sum of their professions and performances. At the same time, a natural intention of this effort must consist in the achievement of desirable work behavior that will lead to the **fulfilment of formulated vision** on the one hand and in the **achievement of the self-realization and satisfaction of all members of the organizational team** on the other hand.

6.1.
Approaches to Strategic Motivating of Human Potential

As presented in previous text, the strategic motivating represents enormously exacting and widely prepared effort of the organization executive. Apart from *experts in management and motivating human potential* (human potential experts of organization), there have to participate in this effort necessary also the *managers of all other professional segments of the organization* (productive, financial, marketing, logistical, developmental, etc., in dependency on internal structure of the organizational setting) and the *managers of all levels of organizational*

management (top, middle and operative). Also *other employees and experts of the organization* should be indirectly included in this effort. Their instigations and propositions can become a valuable support in the phase of formulation of priorities and objectives in the area of motivating. These ones can be contributive also in the phase of working out ways by which the defined priorities and objectives of motivating can be achieved. It is possible to rank among recommended ways of communication with wide spectrum of participants in strategic motivational process for example: the application of managed interviews orientated on the area of motivation and satisfaction, the motivational questionnaires or inquiries, the results of work meetings, the meetings devoted to appraisal of various projects and tasks, the boxes of instigations or internal complaints, the records of appraisal, orientation, or outgoing interviews, etc.

In the practice of organizations of productive or non-productive character, without respect to the size of organization, the strategic motivating human potential can be realized in **two approaches**: *partial-process and complex-realization*.

6.1.1. Partial-process approach

This approach presumes the implementation of strategic motivating in *every process of human potential management and development*. Basic processes are surely represented by the planning of human potential, the analysis of job positions and the redesign of jobs, the recruitment and the selection of employees, experts and managers, the leadership, the rewarding, the appraisal of total work performance, the training, and development of skills, the care of employees, the communicating in organization, etc. The motivating is strategically prepared and realized particularly in each from mentioned above processes of human potential management and development. Every process is understood as relatively demarcated part that is characteristic by its mission, goals, rules, used methods, outcomes, and mechanisms of successfulness evaluation. It means every process is looked as the particular subsystem of the complex system of management and motivating human potential of the organization. Thus, the set of all strategic motivation processes is

really rich and it is created by all interpersonal processes those are implemented inside the organization.

For example, in case of effort to realize motivationally the processes of recruitment and selection of the employees and managers, a mission will consist in determination the way in which the organization will proceed in the acquisition of new employees so that the organization will in a bigger extent instigate the motivation of applicants from internal and external resources. Information of the presented motivational action can be obtained from the process of planning human potential, the estimations and plans of all professional segments (productive, financial, marketing, etc.), the prognoses of market and behavior of customers, the motivation programs of competitive employers, the efficiency of until now applied motivation tools within organization, etc. But from a point of view of strategic implementation of the motivating, in process of recruitment and selection (acquisition) of new potential is much more important to define the ***system of following motivational goals****:*

a) The formulation of *new motivating priorities and intentions* of considered process in comparison with the processes of recruitment and selection realized in previous period.

b) The achievement of *higher transparency, attractiveness of organization, and motivational accent of acquisition* in the future from a viewpoint of the working potential market and its participators.

c) The providing *more positive influence of acquisition process upon the building of good name (image) of organization* in the public.

d) The defining of *new, more motivating principles* (probably in the combination with previous principles and rules) those will be exploited by this process in the future and those will in a higher degree correspond with actual situation, expectations, and motivational preferences of the applicants.

e) The *enrichment of spectrum of until now used methods* of the addressing job market and following identification of the presumed behavior and potential of the employees those will be acquired in the future.

f) The re-formulation of *the exactingness, the seriousness, and the content of evaluated predictors and criterions* of future working performance of the applicants.

g) The elimination of *any indications of discrimination, non-tactfulness, and de-motivational expressions* in the relation towards the applicants (structured according to the age, the sex, the community origin, etc.).

h) The setting of *other informational resources and additional knowing sources* of the acquisition process which enable to evaluate/know the motivational and personality profiles of applicants in quality.

i) The revising possibly changing *mechanism of evaluation of future acquisition processes* and their particular phases, including the searching effectiveness of the acquisition processes and assessment of measure of satisfaction (motivational impression) of the participators in this process, etc.

All defined motivational priorities, goals, principles, and methods of the acquisition have to be carefully considered. It is necessary to define the timetable of harmonized working out of these characteristics and assign particular dynamical aspects of the acquisition to concrete employees those will be responsible for achievement of these aspects. It is also needed to agree the way of assessment of fulfilment of the settled goals and required results, including the **taking the right steps for the strengthening motivation** of employees, specialists, and managers participating in the preparation and realization of acquisition process, and steps for the strengthening motivation of future job applicants.

From a viewpoint of concreter description of the steps, how to proceed in a fulfilment of partial-process approach (strategic motivating **by an in each of processes of human potential management**), it is possible to apply the particular phases and recommendations those will be presented in following text, in the part devoted to further approach, i.e. devoted to complex-realization approach. It means the organization has to define the strategic motivation goals in each from these processes, has to formulate the strategies of their achievement, has to implement the chosen strategy, and has to evaluate the successfulness and effectiveness of all process.

In this understanding, the organization prepares and realizes such number of processes of strategic motivating human potential, what is a number of processes of human potential management realized in organization. The organization defines really big number of strategic motivation goals (one set of objectives for one process, multiplied by number of processes). Thereto these processes have to be mutually and permanently harmonized so that the needless collisions, competency conflicts, and process misunderstandings will not arise. Additionally, for each defined goal we have to elaborate the ways of its achievement, i.e. the corresponding strategies, the tactics, the programs, the budgets, the steps, the rules, etc.

If organization uses this responsible and well-founded approach (presented on the example of acquisition) in all processes, and if it considers with all processes, this effort will surely contribute to very strong dynamics of whole system of motivating human potential of the organization. It is suitable to call attention to the fact that presented partial-process approach is accompanied with higher costs of the organization (time, effort, willingness, intellect, etc.). But the result of this purposeful motivational effort in each process of the human potential management will be (with high probability) very contributive to the organization and it will positively influence also the other professional segments of organization and their future successfulness.

6.1.2. Complex-realization approach

This approach presumes the ***total implementation of strategic motivating in all system of the human potential management and development***. Using this approach, the organization realizes only one strategic process in the area of human potential management and development. In contrast to previous approach (partial-process), it means the formulation of motivational priorities and objectives in narrower set (in a smaller number), namely in close dependency on actual urgent needs of the area of motivation and satisfaction of the employees and managers on the one hand, and the needs of other professional-segmental systems of management within the organization (production, finance, logistics, etc.) on the other hand, the fulfilment of which will be provided by

strengthened or orientated motivation of the employees acting in these segments. This approach issues from knowledge that the activities of productive, financial, and logistical departments are provided by the employees, the specialists, and the managers – the strategic success of each segment, and indirectly of whole organization, depends just on their motivation, on quality of their working behavior, on their responsible approach to the work, and their intellect abilities.

In the framework of this approach, the organization tries rather to apply more pragmatic way: it concentrates only to really key problems and pillars of the motivating human potential. The organization believes that less pressing motivational metes will arise and will be realized involuntarily, automatically, in the process of achieving other defined key motivational goals and intentions.

Because the theme of concrete content of the application of complex-realization motivational approach is relatively wide, the following part of this chapter will be devoted to it.

6.2.
Process of Complex Strategic Motivating of Human Potential

The complex strategic motivating of human potential represents the **process** of setting and realization of long-term goals and arrangements in the area of the motivating human potential that is concentrated on the effective utilization of an actual motivation and loyalty of the employees and managers. But especially, this process is concentrated on the permanent strengthening and harmonization of their motivation to the future. In this way, this one contributes to providing successful fulfilment of objectives and intentions of the organization in all professional areas of its function.

A mission of this process consists in very attentive and considerable preparation of the motivating conditions those will instigate the exertion to fulfil expected performance of employees, experts, and managers of the organization not only in present but namely in strategic prospect. Surely, we can include into this effort also the considered building envi-

ronments of high enthusiasm, loyalty, innovativeness, and responsibility for individual and group working behavior. An important intention of this process represents the ***permanent positive influencing and instigating of the human capacity*** which is viewed as a skill-intellect potency of each member of the team and also of all organization. From this reason, it may be mentioned that complex strategic motivating of human potential remarkably increases the total value of the organization and strengthens its strategic position in relevant environment. But if this idea wants to be fulfilled within the organization, this process will must be realized correctly and precisely. Thereto this process will must be continuously supported and implemented by all engaged participants, i.e. top management and other parts of the organization.

On the basis of experiences of lots of organizations, the complex strategic motivating of human potential (Figure 25) is possible to structure into **following five phases**[313] [Blašková, In: Galajdová et all, 2007, p. 15]:

a) An analysis of three key fields of information (environment of organizational action).

b) A defining strategic motivational goals (objectives) and priorities.

c) A working out of motivation strategy and policy.

d) An implementation – preparation of realization – of accepted motivation strategy.

e) An evaluation of effectiveness of the process of complex strategic motivating.

The preparation and realization of considered process means really difficult and long-term effort of the human potential experts and managers of organization. The result of this effort always depends on flexibility and ability of the strategists, the tacticians, and the operators, and the human potential experts (including the psychologists, possibly engaged external advisers) to implant all marked situational influences into the process course. All activities and assigned arrangements must be permanently corrected. The process of complex strategic motivating of hu-

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[313] Galajdová, V. – Blašková, M. – Vetráková, M. – Hitka, M. – Kuchárová Mačkayová, V. – Potkány, M. – Lejsková, P.: Rozvoj ľudských zdrojov I. Zvolen. Vydavateľstvo Technickej univerzity. 2007

man potential has to be completed by extraordinary important **viewpoint of the motivation** (in figure, the viewpoint of motivation is illustrated as "motivating I." and "motivating II.").

The implanting of motivating (I.) on the right side of the core of model represents the effort to fulfil the basic intention of considered process: to achieve the total improving the quality of organization function by strategic motivational process. It is possible only **by permanently increased motivation of all employees, specialists, and managers**. Only adequately motivated people are able and willing to realize above the average performance and continuously work in direction of the development of organization.

The implanting of motivating (II.) on the left side of the core of model mutually reflects that only the experts and managers with high motivation will be able and willing to prepare and to realize the strategic process the result of which can consist in the strengthening of the motivation of all organization's members. It means the success of process of the motivating all employees within the organization is based on **high motivation of the preparers and performers of the strategic process**. These participators have to be motivated to this exacting effort.
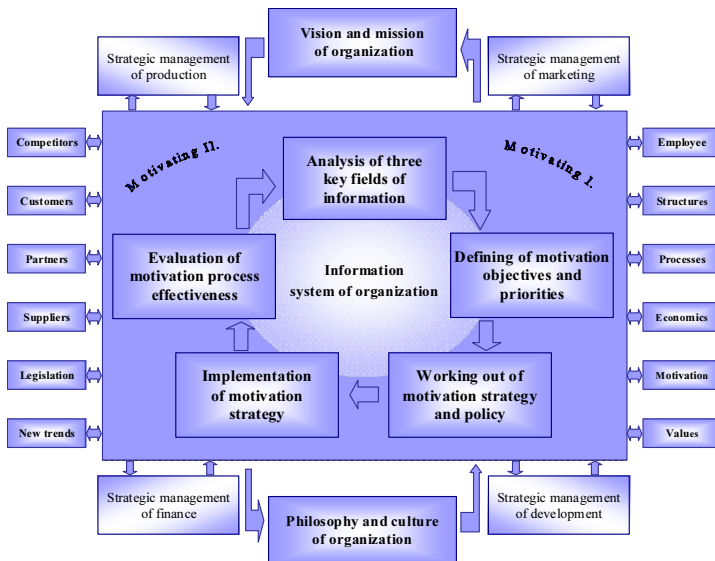
Figure 25: **Scheme of process of strategic motivating of human potential**

6.2.1. Thorough analysis of three key fields of information

The process of complex strategic motivating of human potential has to start by thorough analysis of three key fields. First is the ***analysis of external factors*** influencing the organization and motivation of its human potential (economical situation of the country and region; legislation; market of the products and services; competitive organizations in the position of producers, employers, and motivators; wishes of the customers; development of new technologies and techniques; international economical and military alliances; market of the work potential; image of organization; etc.).

Second field is the ***analysis of internal factors and elements*** those exist in the internal environment of organization and influence the total action of organization and total work behavior of the employees and managers (financial situation of organization, level of exploited technique and technologies, organizational structure, system of management, etc.).

Last field must be represented by the ***analysis*** of all realities those directly or indirectly influence the ***performance, the capacity, and the motivation*** of organization's human potential. It assumes for example: the concentration of analytical attention to the course of particular processes of management and development of human potential in the organization (from a point of view of an implanting motivational accent into these processes), the productivity of work, the personal costs, the value-added per one employee, the felt satisfaction, and the level of motivation of the individuals and groups, their motivational profiles, the motivation preferences, the perceived efficiency of applied motivational approaches and tools, the potential of development, the carrier ambitions, the fluctuation, the culture of organization, etc.

It is possible to note that one of starting steps in the forming of strategic considerations of the motivating human potential is the permanent monitoring and/together with in-depth analysis of mentioned above three key fields of information and realities of the organization. The matter-of-fact consists in the *identification of possible positive or negative influence of the **key strategic factors*** – opportunities and threats from the outside the organization, and internal strengths and weaknesses of the organization. An underrating of their favourable or unfavourable

impact upon all action of organization, and self-evidently also upon the area of employees' and managers' motivation, can cause really bad consequences. From this reason, it is necessary to judge the probability respective risk of becoming a certain situation, appraise the impact of possible situations on the activity and motivation tendencies in the organization, consider with realness and efficiency of possible arrangements on preventing the impacts, etc.

Analysis of external organization environment

In the searching of external condition of organization, it is possible to concentrate attention to the searching of global environment and interactional environment. *The global environment* includes general and long term influences those consider all business sphere[314] [Sedlák, 1994, p. 141]. The global environment defined in this way includes technical-technological, economical, legislative, social, cultural, and political influences. The conditions connected with the human potential management and development are extraordinary important, for example, population development, development of the work potential market, position of the organization on relevant market of work potential, changes of value orientations of people, changes of motivational moods and expectations, space-mobility of the population, legislation in social sphere and in sphere of work. *The interactional business environment* includes factors or subjects those directly act upon the organization, i.e. suppliers, customers, competitors, creditors, region administration, etc.

In the searching factors of external environment, the organization can use a lot of resources of information published in daily press, professional journals, specialized publications of various institutions – statistical yearbook, outcomes of evidence of the work offices, Ministry of work and family, state and regional administration, results of research activities of the universities and research establishments, information from annual reports of the organizations, promotional materials and bulletins, information obtained from public presentations of the representatives not only of relevant organizations but also the representatives of political, legislation, and economical life of the country and region, etc.

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[314] Sedlák, M. a kol.: Základy manažmentu. Bratislava. Edičné stredisko VŠE. 1994

Following text will be concentrated in details on recommendations, in which way the organization can approach to the analysis of external environment of organization, and how to consider in the changes of chosen factors. It is important to realize that any change of searched factors, it means expected change or absolutely surprising change, has to necessary influence the content, urgency, direction, and limitations of motivational goals and intentions those are formulated by the organization.

In spite of fact that the **technological changes** act on area of the development of organization and area of the motivation of human potential only in a little measure at first sight, the influence of these changes is irrefutable. The changes of technological proceedings change the character and exactingness of processes within the organization. In this way, they can evidently influence and also change the characteristics of abilities and skills those are needed for effective realization of considered jobs. The changes of used and by market demanded technology directly influence the processes of recruitment and selection of new employees possibly removed internal employees, the processes of orientation, motivating, training and development of these employees, etc. The employees of departments of the human potential management and development (in close cooperation with the specialists of particular professional branches of organization) should continuously search the signals of these changes, they should commonly assess the possible impact of these changes on organizational function, and in necessary case, they should *promptly prepare the arrangements* those will enable to prevent their negative consequences possibly, at least, relieve their impacts in the future.

The mean of highly professional effort of engaged employees in this field is the permanent and systematic searching of the newest technological trends and their continual analyzing from the viewpoint of the organization, for example, the participation in specialized conferences, seminars, symposiums, exhibitions, and presentations, and the study of professional literature including the specialized periodicals. If the danger threatens the organization that the influence of technological changes afflicts the organization too markedly, and it is needed to apply great changes, it will be suitable to *communicate prepared changes* to all employees, to explain their necessity, and in common effort to look for the ways, forms, and meanings of the realization of necessary changes, always with sensitive respect for the motivation.

The influence of **economical conditions** in the state and region is especially changed in the consequence of rotation of the phases of economical cycle. In connection on rotation of the period of a conjuncture and a decrease, the human potential experts of organization have to prepare great changes in the sphere of work, employment, demanded performance, and motivation of employees, specialists, and managers. In case of assumed development of the economy, the system of human potential management and motivating *has to adapt* to growing conditions, namely, for example, by implementation of the new programs of profiling future and present employees, new programs of training, etc. But at the same time, the employees will demand higher financial rewards, more efficient motivating by more extensive advantages, opener communication, more creative styles of leadership, and better conditions of their work, and necessary also the achievement of feeling of satisfaction from their job. The number of voluntary quit of employees will probably increase. The organization must consider with the need for inclusion the inflation pressures into next increasing the wages. But, in optimistic period of the development of economy and organization, the responsible employees and managers will have *to act thoroughly* and they will have to look for a certain consensus between the felt situation of growth and the future necessary phase of the depression. If the organization decides to engage a great number of new employees in period of the conjuncture, it will have to dismiss a certain number of them in the period of economical decrease, it will have to stop increasing level of wages or to decrease it one, pay out the compensations, (in harmony with ethics) look for new jobs for organization's employees, etc. Before than the organizations decided to precipitately apply the strategy of growth of the employees' number, they should consider not only with the engaging employees for an uncertain time but rather to prefer the employment for a part time or for particular load, apply the contracts for concrete work, use the leasing of work force, etc.

It is very important to search **legislation changes**, but not only already realized legislation changes but also upcoming these ones. We can add to the most marked influences in this field for example: the actual changes in labor code, the changes in a size of minimal wages and indirectly also the changes in living minimum of the population, the changes in a size of payment out of social and sickness benefits, the changes in the field of taxing the property of organization, and the incomes of employees, etc. Many organizations are essentially influenced by the legislation in the field of

environmentalism whereupon the environmental factors can in smaller or higher measure reduce their business intentions which are connected with the impairment of environment.

Also the characteristics and changes of the **living standards of the population** remarkably influence the system of motivating human potential. If the felt living standards of some groups of the population decreases, and the minimal wage is higher than living minimum and size of paid social benefits in unemployment of only a few points, then it will exist a small probability that the organizations, those pay out to their employees low financial reward, will be able to acquire a needed number and a structure of the employees.

The influence of the **international economic and military alliances** also increases at present. This influence causes the changes in economic, politic, and legislation life of the country, whereupon these changes are backwardly reflected in the *opportunities, limitations, and intentions* of the organization.

The **demographical influences** are ranked among the important factors in the field of motivating of human potential. A demography characterizes the structure of population according to acquired qualification, age, sex, classification into working population, population in post-productive and population before the productive age (people in retirement pension, studying and non-studying young people), according to the space mobility of working population, etc. The richest and also verified source of this information is statistical yearbook of the country. On the basis of statistical yearbook, the human potential experts are able to *predict the demanded demographical development* not only in the country but also in concrete region in sufficiently reliable way. In this field, it is suitable to cooperate with the work offices, the institutions of regional statistics, the regional administration, the elementary and secondary schools, and surely with the universities those can prepare conveniently qualified experts for the organization. The organizations can realize the young people opinion polls (investigations) according to the need for specific information, they can ascertain the *preferences of young people* from the viewpoint of their future employment, their professional orientation, until now acquired information of concrete specialized branch, preparedness of studying youth for practice, etc. All these activities represent the first step of the profiling fu-

ture (potential) employees. This effort surely brings the expected effect and simultaneously builds a good name of the organization.

It is very important to search and analyze also the changes on the **market of products and services** that organization act on. If the situation on this market is favourable, and the organization realizes its outputs successfully, this one will probably more simply finance its intentions and particular arrangements in the field of motivating and development of human potential. It involves the building *greater space for effective human potential management,* namely the profiling, the recruitment, the stabilization, and the motivating qualified employees and managers. Bad financial situation of the organization is unfavourable to the human potential management and development. But it is necessary to consider in this condition that the plenty of *financially unpretentious activities* exist within the organizations those can help to prepare and dynamically develop the potential of employee, only with the exploitation of willingness and enthusiasm of engaged participants. Because, there are just the employees and managers those are able to get the organization from bad situation into the situation of success and growth, with utilizing their own ideas, propositions, courage, fantasy, and systematical effort.

Also the **conditions and situation of the competitors** influence in a great measure the system of human potential motivating of organizations. It is needed to monitor the influence of competitors – competitors not only in the position of producers of products or services but especially in the position of the *competitive employers and motivators*. It is important to retrieve information about the working environment of competitors, the possibilities of professional growth of their employees, the pay system, the possibilities of self-realization of their employees, the degree of their specialization of work, the work productiveness, the policy of placement, the preparation and realization of employees' carrier, etc. All these aspects, those are implemented or unimplemented by competitive organizations, remarkably influence the market of working potential in considered region, or professional segment. The mentioned aspects in this manner influence also the ways and methods of presenting organization and its job offers to this market, they influence the forms of cooperation with potential employees – the profiling of the future employees. They also influence the total direction of personal policy of the organization, namely in the field of motivating and stabilizing qualified employees.

The sphere of human potential management and development is influenced by the wishes and needs of organization's **customers**, especially in two dimensions. In first (indirect) dimension, it is needed so that the organization can possess the employees able to make the products or provide the services which will be *valued and bought by customers* on the market. It means the organization *has to possess the innovative and creative employees* those are able to search wishes and needs of the customers and those are able to react on these needs promptly. In second (direct, contact) dimension, in the position of employees coming daily in contact with the customers, it is needed to prefer the employees those *can successfully cooperate with customer,* have the excellent communication skills, have a positive (friendly) manner, thoroughly know all characteristics of offered products or provided services, can advise the customers, etc. Additionally, these employees can provide the direct feedback of satisfaction or dissatisfaction of the customers with production or services. They can obtain the perceptions and propositions of the customers and can disclose their latent needs. These employees are in this way able to help their organization to thoroughly understand the preferences of the customers and they are able to react on these preferences more soon and more precise in comparison with the competitive subjects. Thereto it is possible to note that the motivating human potential shows marked influence upon the direction and successfulness of all actions of the organization.

An analysis of knowledge and information about the **image of organization** from a viewpoint of the position on working potential market represents the necessary orientation of the external analytic effort. The source of this information can consist in applied questionnaire researches, purposefully realized interviews with the specified respondents, and various forms of the group discussions. The analysis of image should be related to all relevant external groups. It must not be forgotten that the organization builds or impairs its own image in the position of the producer of products and as well as in the position of the employer of its employees.

Analysis of internal environment of organization

Analogously, as mentioned above the external factors, also the factors of internal environment significantly influence the function-ability of system of the motivating human potential. The organizations often judge an existing **organizational structure** in this sphere and they try to

search its optimum from the point of view of present action and future development of the organization. It is very important for every organization to evaluate the suitableness or the non-suitableness of the concrete number of degrees (levels) of the management, the size and placement of organizational departments, the successfulness of relationships of the superiority, the subordination, and the organizational equality among the departments, the optimum number of subordinate employees to one manger, the measure of centralization or decentralization of deciding power, etc. If the executive of organization decides to change the existing form of organizational structure and substitute it one by a new structure (divisional, project, net), it will be needed to act in accordance with careful consideration, and include as extensive as possible spectrum of the employees into prepared changes in such way the final ***structure will provide the dynamics and higher motivation of employees of all organization****,* not only its some parts.

The judging of a **financial situation of organization** from a viewpoint of the future development ambitions in the field of motivating human potential is quite often difficult for the analysts. It is needed to analyze the financial activities of organization in last periods whereupon it is evident that the longer time period in the past is analyzed the higher information value can the obtained information provide to the strategists. The analysis of the financial returns of the organization is usually looked as convenient at least. It is necessary to pump information out of these financial returns for thorough financial analysis, including the calculations of suitable financial coefficients. Acquired values of the financial coefficients (for example: the liquidity, the debt, the return on investments, the wages costs, the turn-over, the profit, etc.) can be assessed in accordance with last trends, it means carefully searched whether acquired values of considered coefficients show a positive, or a negative tendency among the some years.

But, it is much more important to search, what causes have called up the ascertained tendency in the past, and on the basis of this information, it should be necessary to determine, what could be the consequences of considered and various other causes in the future. Because, if the organization perceives its own financial perspective as a pressing, or as a really negative, this knowledge will in unfavourable way influence the possibility to realize future costly changes and arrangements. Thus, in the field of motivating human potential, the organization probably

will not prefer and implement the wider and more expensive activities. It will satisfy itself for example only with the realization of necessary educational activities those are appointed by legislation relevant in considered branch of the organization action. The organization also will not able to implement the costly improvement of working conditions in the meaning of ergonomic principles, strengthen the costly services of additional care in the meaning of regeneration of the employees' health, etc. On the contrary, if the organization positively perceives its own financial perspective, the organization will surely be more open and more generous in the field of increasing dynamics and quality of the motivating human potential.

The financial situation of organization equally predetermines also the level of other internal factor: **the level/quality of exploited technology and disposition by appropriate technique**. This factor influences the course of work in the organization. If the organization possesses the old-fashioned equipments and uses out of date technologies, this situation will cause the decrease in satisfaction of the employees those have to work with non-quality equipments. Often breakdowns of the equipments can cause the interruptions of work, the necessity to immediate repair these equipments, etc. All these negative influences impair a smooth course of the employees' performance and cause the decrease in willingness to participate in new innovations and savings, the increase in number of injury at work, fluctuation, etc. But (and it is much more dangerous for the organization), an old-fashion of the production equipment causes that the employees are not able to make the products, or provide the services on such high level as the competitors, not even in their maximal effort. In this way, the organization chances to stand up to competition on the relevant market, and also the keeping its position and image, are really decreasing. Thereto, from a point of view of the future strategic objectives, it is exacting to consider, what investments the organization will must pay for production equipments, in what time horizon these investments will be returned, what will be other costs accompanied the providing of new equipments (for example, the costs of training activities for service of new equipment and mastering of new work proceedings).

It is possible in analogously way to approach and consider also in case of the analysis of other internal factors and elements, it means for example: the analysis of a **level of development of new products, the**

**analysis of an achieved quality, the analysis of a system of manage-
ment, the analysis of an information system of organization**, etc. The
analyzing of these factors is equally important, thereto the level of prob-
able changes of these ones can remarkable influence the form and extent
of spectrum of motivational goals those the organization has to define,
and fulfil.

Analysis of factors concerning the performance, capacity and motivation

As was already mentioned in previous text, the employees and
managers represent the basic factors of organization successfulness.
People, their motivation, interests, opinions, values, attitudes, interrela-
tions, and processes into which they income, philosophy, culture and
ethics, together create the social system of the organization that in deci-
sive degree influences a total organizational functioning. One of step of
successful development of people is a thorough understanding of this
social system. This understanding requires the permanent retrieval, as-
sembly, and evaluation of plenty of information. It is suitable to rank
among the relevant information which have to be analyzed for example:
the quality of all processes of management and development of the hu-
man potential; the level and quality of so far performance of all mem-
bers of the organization; their performance limitations and barriers; the
capacity-development potential as the sum of abilities, experiences, and
personal competences those create the total capacity of intellect and
physiologic possibilities of each individual (also in case the organization
has not until now utilized these attributes in full measure); the structure
and urgency of motivational preferences; the level of satisfaction with
work, working environment, relationships; the level of the communica-
tion and the quality of communicational relations; the carrier expecta-
tions versus the dispositions of organization; the extent and causes of
fluctuation behavior. It is necessary to concern with the character and
content of work, the manifoldness of work, the exactingness of work,
the riskiness, the level, and form of organization of work, and many
other realities[315] [Grenčíková, 2006, p. 191]. Obtained information en-

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[315] Grenčíková, A.: Personálny manažment. Trenčín. Trenčianska univerzita v Trenčíne.
2006

ables the executive of organization to conveniently orientate a preparation and an implementation of decisions in the interpersonal processes in right direction, and, in this way, purposefully utilize all exerted effort.

The **analysis of an organization culture** is very contributive. The culture is a specific phenomenon the importance of which (unfortunately) is yet not valued by a lot of the managers. This underrating is incorrect because the culture of concrete organization reflects and at the same time it develops a mechanism and relations of organizational action. This one very intensively supports the identification of employees with organization, creates the "personality" of organization that is sensitively perceived and judged by wide environment. The analysis has to be concentrated on predominated attitudes, shared values, used symbols, common conviction, utilized habits, respected traditions, etc. The analysis itself has not to be orientated only on the analysis of the global culture of organization – the organization is created by plenty of the groups and individuals whereupon each group and each individual have their own and always specific culture. Thereto it is necessary to analyze all important cultural systems those exist inside the organization. It means it is needed to analyze also the process of *three-side intersection and harmonization of the individual, group, and organizational cultural phenomena*. It is possible to utilize in analytical effort for example: the interviews with employees, the questionnaire actions, the outcomes of appraisal of the managers' performance, the study of organizational atmosphere, the observation, the method of deduction and induction. Great danger of *subjective evaluation of the imperfections* can set in without the serious analysis of this area, because of long-standing employees are often persuaded that they intuitively know the culture and philosophy of their organization. But, they could miss evident weaknesses or mistakes, and in this way, they could to hinder the needed exchange of the views/opinions.

Just from presented reason, it is needed to consider also the relevancy of information that is used in the analysis of the field concerned with the performance, the capacity, and the motivation. Especially it is suitable to devote the attention to a *communicational structure* (sometimes called as a communicational net). This one supports a transfer of information needed to the management and coordination. The quality of considered structure is usually assessed according to the measure in which it enables the prompt and effective transfer of *non-deformed* in-

formation[316] [Myšková, 2006, p. 139]. Additionally, it contributes to an existence of efficient feedback. In this way it helps us to realize a necessary control, an evaluation, and a putting through the effectiveness in all prepared goals and efforts of the organization.

6.2.2. Setting strategic objectives of the motivating human potential

A realized analysis of all factors of the organizational environment is a necessary precondition of a identification of right strategic objectives of the organization. The utilization of the ***SWOT matrix*** (known also as the result of SWOT analysis) is very suitable aid for the formulation of spectrum of strategic objectives and then also the choice of the best variant of prepared strategy. SWOT matrix represents a conceptional frame of the classification, i.e. the arranged structuring of results of realized environment analysis, according to a viewpoint of the place of origin of considered factors (factors of external and internal environment) and according to the favourableness of their influence upon the organization. In this meaning it enables the comparison of internal strengths (**S**) and internal weaknesses (**W**) of the organization with external opportunities (**O**) and external threats (**T**)[317] [Robbins, Coulter, 2004, p. 197]. The combination of these four factors enables us to construct **four strategic characteristics of the situation of organizations**. After objective and true evaluation, respective after careful considering of results of thorough analysis of three key fields of the organizational action, the concrete organization can classify itself into one of following states, i.e. it can consider about the choice of one from following strategic characteristics those can direct the organization in the creation of necessary strategic objectives (Table 10):

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[316] Myšková, R.: Informace a řízení pracovního výkonu. In: Zborník medzinárodnej vedeckej konferencie Manažment ľudského potenciálu v podniku. Zvolen. Vydavateľstvo Technickej univerzity vo Zvolene. 2006

[317] According to: Robbins, S. P. – Coulter, M.: Management. Praha. Grada. 2004

Table 10: **SWOT matrix for formulation of strategic objectives**

EXTERNAL FACTORS	INTERNAL FACTORS	
	Internal strengths (S) (Invention, capacity and motivation of employees, specialists and managers, effectiveness of processes, quality of products, willingness towards change)	**Internal weaknesses (W)** (Invention, capacity and motivation of employees, specialists and managers, effectiveness of processes, quality of products, willingness towards change)
External opportunities (O) (Economical situation of country, competitors non-succeed in the motivating their employees, changes of customers' needs and wishes…)	**SO strategic variant (maxi – maxi)** Favourable situation in which the defined objectives can utilize the strengths of organization for utilization and looking for the available opportunities and creation of new chances.	**WO strategic variant (mini – maxi)** Unfavourable-favourable situation in which the defined objectives have to overcome the weaknesses, obtain the new impulses, and exploit the advantages of existing opportunities and chances.
External threats (T) (Economical situation of country, competitors succeed in the motivating their employees, changes of customers' needs and wishes…)	**ST strategic variant (maxi – mini)** Favourable-unfavourable situation in which the defined objectives have to utilize the internal strengths and advantages of organization for overcoming or avoiding expected threats.	**WT strategic variant (mini – mini)** Unfavourable situation in which the defined objectives have to minimalize the weaknesses and threats, for example the reduction of ineffective activities, joint venture with other organization, extinction.

1. SO strategic characteristics of the organization's situation (maxi – maxi) represents the most desirable situation whereupon probably the majority of organizations want to achieve it. In this strategic categorization, the organization is able to utilize its own strengths for the utilization of opportunities from its environment. The interest of each organization should consist in achieving of the movement from other position in the matrix in previous periods just into this situation,

into this quadrant of the matrix. But this transfer has to be conditioned by successful strategic processes effectuated in previous periods. In situation the organization has identified certain weaknesses in the past, this one had to try to overcome them and rebuild them into the strengths. In situation the organization has met with threats, it had to overcome them in such way so that the organization could concentrate on opportunities. If this effort has been successful in past, the organization could competently put itself into this quadrant in matrix and now it may consider its future as very favourable – on the basis of its strong position, the organization can utilize and look for a lot of opportunities from the outside, it can even create the new chances and space. It means that the organization may formulate the ambitious objectives in the area of strategic motivating of human potential.

2. ST strategic characteristics of the organization's situation (maxi – mini) issues from an assumption that the strengths and advantages of the organization will enable to overcome the threats in external environment. The goal of this categorization consists in setting strategic objectives those enable organization to maximize its strengths (for example: excellent financial situation, above the average inventiveness of the employees, high flexibility and foresight in the area of understanding customers' wishes) and enable at the same time to minimize the threats occurred in organization environment. In this way, the organization can utilize the skills, the abilities, the motivation, and the creativeness of its human potential for the overcoming a threat of new product introduced to the market by competitive organization. Maybe, the organization is able to make its products or provide its services in lower prices than competition, provide more manifold set of additional services and activities to the customers.

3. WO strategic characteristic of the organization's situation (mini – maxi) tries to formulate the objectives in fulfilment of which the organization achieves the minimization of expressions of its weaknesses and the maximization of advantages occurred in external environment. In this way, the organization with certain weaknesses in some areas either can eliminate these difficulties and imperfections, or it can try to develop them in the direction to more positive results in the framework of its own possibilities and capacities. The organization also can try to obtain certain new impulses, needed competences, and help from its outside (for example: the acquisition of new experts with skills those have so far absented within the organization, the obtaining financial credit for overcoming the unfavour-

able period), and in this manner, this one can create the possibility for utilization of external opportunities[318] [Koontz, Weihrich, 1993, p. 171].

4. WT strategic characteristic of the organization's situation (mini – mini) reflects the organizations those are very uncertain from inside. These organizations were so far successful in a small degree in their action. The reason of actual failure of organization consists probably in the mistakes and incorrect decisions accepted within the organization in past. The excuses and looking for causes in unfavourableness of fate are incorrect in this situation. In other words: the position of organization in this quadrant could be caused by, for example, the low motivation, too high costs, the high measure of defective products, the low level of development of new products, the non-functioned system of management, the useless competency controversies and conflicts, the incorrectly defined priorities and goals of organization in past, etc.). Thereto this strategic characteristic is concentrated on the formulation such objectives by which the organization enables to minimize its own weaknesses and simultaneously minimize the threats arisen in the surround. This situation is really unfavourable for any organization. Only true evaluation of all causes of the failure can help the organization in solving this situation. The solving can be very difficult, but, in opposite to this difficultness, it is possible. The organization can, for example, reduce some its ineffective activities, or join its own functioning with other organization (partner, or competitive). But sometimes the only solution consists in an extinction of organization, it means, in the end of organizational action – in this case, it is convenient to help outgoing employees in looking for new job at other employers.

In general, **strategic objectives** are the basic, essential element of strategic management of the organization. They should be defined in such way so that they can help organization to focus the effort on solving of the weighty problems and utilization of the most attractive offers those will be expected by organization's employees in near or remote future. At the same time, the objectives should be formulated in such way so that they will keep to following three conditions:

a) *The content and concreteness of objective* that predetermines so that the organization should set the objectives clearly defining their concrete content and intention. According to this condition, it must

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[318] According to: Koontz, H. – Weihrich, H.: Management. Praha. Victoria Publishing. 1993

be evident from the formulation of every objective what area is by the objective concerned with, what behavior or what state should be achieved by this objective. The formulation of following strategic motivational objective can represent an example of keeping to this condition (with using the different graphics of text – cursive – that illustrates a fulfilment the condition of content and concreteness of the objective): To achieve *the increase in innovations measure of all categories of the employee* of 5 per cent till 2011.

b) ***The quantification of objective*** that predetermines so that the organization should set the objectives clearly defining the measure, the extent, or the level of required state. According to this condition, it must be evident from the formulation of objective what extent of considered reality should be achieved by this objective, determined in natural units, financial statement, or percentage. The formulation of following strategic motivational objective (with graphic differentiation of the objective quantification) can be presented as an example of keeping to this condition: To achieve the decrease in fluctuation of the operative employee *of 20 per cent* till 2011.

c) ***The time delimitation of objective*** that predetermines so that the organization should set the objectives clearly defining the time horizon of their fulfilment. According to this condition, it must be evident in what time interval or period the realization of objective will be desirable respective in what time horizon the objective must be fulfilled. The formulation of following strategic objective can be viewed as an example of the keeping to this condition (with graphic differentiation of the time delimitation of objective): To achieve the increase in number of the injuries at work of 30 per cent *till 2011*.

It is important to consider the fact that the executives of organizations do not formulate only one general objective that usually consists in the maximization of the organization value by means of the strengthened motivation. They have to formulate the complex system of objectives whereupon a lot of these objectives are worked out into particular objectives, i.e. into objectives of the organizational segments[319] [Dědina,

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[319] Dědina, J. – Cejthamr, V.: Management a organizační chování. Praha. Grada. 2005

Cejthamr, 2005, p. 32]. It means the organizations should define the strategic motivational objectives in the productive, financial, marketing, research-developmental, etc. area. It equally applies also in the area of human potential management and development.

The strategic objectives in the area of motivating human potential represent exactly formulated end points, states, or situations the organization through achieving of which tries to increase the motivation, and the level of exerted performances, and improve the effectiveness of system of management and motivating human potential. In this way, the organization tries also to contribute to fulfilment of its own vision and mission, and more favourable projection of its future.

In the effort to *build the conditions of purposeful setting of new objectives* in the area of management and motivating human potential in organization, it is needed to concentrate attention to the providing following tasks[320] [according to: Dyer, Holder, 1988, p. 1125]:

a) To provide that the theme of management and motivating human potential can be considered already in the formulation of vision, mission, and corporate strategy of organization.

b) To define the objectives and strategy in the area of management and motivating human potential in such way these ones can support the effective fulfilment of vision, mission, and corporate strategy of organization.

c) To provide the achieving of goals and objectives in the area of management and motivating human potential in close cooperation with the managers of all levels of organization.

Apart from other priorities of the organizations, the formulation of particular strategic objectives can issue from this idea: "The practice shows that the managers do not lack in neither orientation upon the performance nor high cognitions. The reserve consists in managing of the team work, building of high-quality interpersonal relationships, effective communication"[321], [Živčicová, 2004]. It predestinates the need for

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[320] According to: Dyer, L. – Holder, G.: A Strategic Perspective of Human Resource Management. Washington. Bureau of Nationals Affairs. 1988

[321] Živčicová, E.: Emocionálna inteligencia ako súčasť kompetencií manažéra. In: Acta Academica Trenchiniensis 2/2004. Trenčín. Vydavateľstvo Trenčianskej univerzity. 2004

great change in the preferring objectives formulated so far, namely in a direction to the social and emotional aspects of the work behavior and instigating of all categories employees.

Together with pressing requirement for the flexibility in creation of the motivational strategic objectives, also the considering of strategic effectiveness can become an extraordinary important aspect of this phase (and also all following phases of process of strategic motivating human potential). The effectiveness usually includes these three elements (criterions):

1. *The purposefulness* – it focuses a strategic attention to the setting such objectives those are really needed and necessary for the organization. Such objectives without achievement of which the organization could find itself in serious problems and controversies. A situation can become sometimes that the organization would get itself into a certain paradox just through respecting this criterion of effectiveness – another criterions of effectiveness, i.e. economization and efficiency, together develop the great press on the formulating such objectives those demand the minimal costs and provide the maximal effects whereupon the criterion of purposefulness primarily respects a viewpoint of the necessity, also with knowledge that the organization can spend higher cost and can achieve lower effects. But, also such situations occur in the life of many organizations when some motivational objectives must be simply accepted whereupon the organization executive knows in advance that the realization of these objectives will be expensive.

2. *The economization* – it concentrates itself on the maximal saving of all costs (costs of living and materialized work) and spending as low as possible measure of the inputs coming into processes. In the sphere of setting strategic objectives, it predetermines to define (and then also to realize) the objectives with respect for limitations of sufficient resources. This premise in the practice often reflects the tendency to set only such strategic objectives those are not too costly and do not charge the budget of organization in weighty way. This aspect is often understood as an argument supporting the certain poorness or even the inexistence of instigating objectives of the motivating human po-

tential in the organization. The organizations should overcome this not infrequent tendency in cautious and logical way, and they should consider also other criterions of effectiveness.

3. ***The efficiency*** – it orientates an attention of organization to the achievement of as high as possible yield from exploited resources and inputs. A consequence of this approach consists in the effort to set strategic objectives with careful consideration, especially with respect for the possible future effect (profit, contribution, gain, benefit) flowing from their realization.

In the intentions of objectives classification, it is possible to introduce that the organizations can define to them the objectives of strategic motivating and development of the human potential looked from **two points of view**:

- From the viewpoint of the centre of objectives origin.
- From the viewpoint of the possibility of objectives quantification.

1. From the viewpoint of the **centre of objectives origin**, the objectives can be classified as the objectives primarily arising in the system of motivating human potential and the objectives primarily arising in other professional segments of the organization. With some degree of a simplification, these ones can be called as primary motivational objectives and secondary (multivalent) motivational objectives:

a) ***The primary motivational objectives*** – their intention consists in the building of environment that will permanently improve the effectiveness of all processes of human potential management and development and will systematically support and strengthen the motivation, the level of performance, the possessed skills, the abilities of employees and managers (for example: the removing of de-motivational tendencies, the achievement of optimal qualitative structure of the organizational team, the improvement of employees' preparedness for the changes, the building of willingness to cause the changes in voluntary way...).

b) ***The secondary (multivalent) motivational objectives*** – the centre of origin of these objectives is primarily in other professional area (financial, productive, marketing), but, the effective fulfilment of these objectives is possible only through interventions in

the system of management and motivating of human potential, for example: by means of increase in enthusiasm, professionalism, creativeness, and high performance of the organization's human potential. Such situation can be used as the simple example when the fulfilment of production objectives (the increase in production extent of 10 %) is conditioned by growth of the motivation and measure of innovations of employees within the organization.

2. From the viewpoint of the **possibility of quantification**, the objectives of strategic motivating human potential can be classified as quantitative, and qualitative:

a) *The quantitative objectives* – they have to exactly determine the extent of desired state. The examples with relatively simple quantification can be following: to increase the number of projected hours of training and potential development annually *of* (defined number of training hours); to decrease the number of production mistakes *of* (defined number of mistakes); to increase the extent of financial means assigned to experts' rewards *of* (defined sum); to achieve the saving in wages costs *of* (defined sum); to increase the volume of production per one employee *of* (defined number of products), etc.

b) *The qualitative objectives* – these ones represent the objectives the quantification of which is very difficult. They are difficulty measurable. But, these objectives have to supplement the system of defined quantitative objectives of the organization. The fulfilment of these ones is always very important for the organization whereupon a situation occurs quite often that the non-achievement of these objectives can endanger the organization on relevant market. The example of this type of objectives can be following: the effort of organization to implement an internal customer approach towards all organization's members; to improve the level of internal communication inside the organization; to improve the quality of managerial and leaderly skills of the managers; to increase the felt satisfaction of employees, etc. It issues from experiences that the achievement just of qualitative objectives is much more important for strategic successfulness of organization in the comparison with quantitative these

ones. Thus, the qualitative objectives are focused on purposeful development and advancement in their own matter-of-fact rather than only on the solving of problems which already have broken out in organization.

It has to be mentioned that all objectives (primary and secondary motivational, also quantitative and qualitative) must be mutually tuned, harmonized with other professional objectives, and must contribute to fulfilment of vision and mission of the organization. Thereto, all system of determined objectives must be subjected to a thorough evaluation and approving by all members of the organization's top management. In this way, the organization can prevent useless disproportions, uncertainties, duplicate action, disputes of competency, and squander the effort and sources.

At the same time, it is necessary to note that the organization cannot almost devote full attention to the achievement only such objectives those the organization determined actually in this phase of this process of strategic management and motivating of the human potential for next period (usually for next 2 – 3 years). Simultaneously with the orientation on fulfilment of these new objectives (defined in this strategic process), the organization has to be concentrated on fulfilment of such objectives those it has determined in previous planning period (in previous strategic process) whereupon the organization can consider their achievement as right and also effective in actual time. Generally, this fact can be understood in such way that **many processes of strategic management meet themselves simultaneously** inside the organization in the actual time period: one of previous strategic processes can run in its own end (in the phase of evaluation of effectiveness of fulfilled objectives), other process can run in the phase of implementation of chosen strategy, another process can run in its preliminary phase (in phase of analysis of environment and of setting objectives for next time period).

6.2.3. Formulation of strategy and policy of motivating human potential

In the field of definition of matter-of-fact of the strategy, M. Armstrong and T. Stephens present following ideas: "The formulation of strategy can be defined as a process of creating consciousness of the direction. It is often characterized as the logical, continually running matter, the result of which represents the formal, official statement that is a decisive guide of long-term intention of the organization. Many people believe and act in that way as if it is really truth, but, it is a wrong interpretation of the reality. It does not mean to totally leave an ideal of applying the systematic approach – generally it is the tool offering the analytical framework of strategic decision making, and something that can be referred to in searching of strategy realization. But, in the practice, the formulating of strategy is not such rational and linear process as it is considered of by some managers,"[322] [2008, p. 94].

Thus, in general terms, the strategy is focused on the providing assumptions of fulfilment of the organizational vision, mission, and strategic objectives, determining the direction of the activities, and allocation of resources needed for achievement considered intentions. The gist of **strategy** consists in the strong-minded providing of future state, wished reality, expected conditions, and results, namely trough ways, strict but also sufficiently generally determined, those enable the organization to promptly react on various influences of the external and internal forces, opportunities, and limitations.

According to M. Hitka, the realization of each of strategies needs the employees of a certain structure (number, profession, and qualification structure) and a certain quality (abilities, knowledge, skills) those are willing to exert the performance what primarily depends on level of the employees' motivation and their attitudes towards the organization[323] [2004, p. 39].

The opinion of Czech authors J. Bláha, A. Mateiciuc and A. Kaňáková is very interesting in this context. They present that the accepted and

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[322] Armstrong, M. – Stephens, T.: Management a leadership. Praha. Grada. 2008
[323] Hitka, M.: Metodika analýzy motivátorov v podnikoch DSP. Zvolen. Vydavateľstvo Technickej univerzity vo Zvolene. 2004

realized strategy is not only an expression of the will but also of a strategic capableness of the organization's managers. The strategy represents the concretization of their imaginations (visions) and strategic intentions on the one hand, and respects the conditions and possibilities of realization of these visions and intentions in the organization environment on the other hand[324] [2005, p. 82]. Developing mentioned idea, it means that it exist a lot of factors those influence the preparation and course of strategic motivating process. Thereto, it is possible to consider that the strategic process always has to deal with more-factor (multifactor) decision making. This decision making is additionally made harder by fact that one of field of information, which is necessary to respect, is the area of performance, capacity (efficiency), and motivation – it is relatively difficult to analyze these factors. But, the *forecasting of future development of these behavioral realities* is much more difficult because they concern the thought and behavior of living human beings those permanently consider and evaluate all their action. It is very exacting to be intent on these aspects in exactly foreseeable measurements and limitations. Apart from this notion, the strategy of motivating human potential has to be necessary concerned with these aspects.

A purpose of the **strategy of motivating human potential** consists in intentional, systematical, and long-term effect upon the successfulness of organization through people and their motivated effort. The strategy of motivating human potential represents a detailed determination of ways through which the organization will be able to provide the fulfilment of objectives in the area of more effective course of all processes of human potential management and development, in the area of achievement of high motivation, inventiveness and satisfaction of employees, specialists, and managers, especially effective utilization and development of their potential. The motivation strategy specifies the approaches, the ways, the resources, the conditions and procedures of objectives fulfilment in the interest in successful strategic progress of organization to the future.

Concerning with the mentioned above multifactor decision making, it is necessary to consider that the various and permanently changing environment builds the possibility to fulfil the strategic objectives of motivating through **variant ways**. The creation of the variants of strategies is a

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[324] Bláha, J. – Mateiciuc, A. – Kaňáková, Z.: Personalistika pro malé a střední firmy. Brno. CP Books. 2005

decisive phase in the frame of strategy formulation. The basic and probable variants of the strategy are usually worked out in detail and these ones are chosen from plenty of various variants those correspond to the expected development of external and internal environment of the organization[325] [Sedlák, 1994, p. 148]. Before the definitive choice and approving, all prepared variants have to be evaluated from a viewpoint of the risk and effects included into particular decisions, from the viewpoint of the suitable timetable of concrete variant of strategy, and from the viewpoint of the expected reactions of competitors, customers, partners, and general public. The managers and human potential experts of organization should choose such variant of strategy that is harmonized with a vision and a mission, enables to effectively utilize specific abilities and advantages of the organization, and *prepares conditions for **deployment of the strategic competitive advantage – development of the people' potential, loyalty, and motivation***. In addition, as presented by M. Ďurišová, chosen strategy has to be always correctly worked out and trustworthy[326] [2006, p. 20].

In connection with the strategic characteristics of organization and corresponding ways of setting strategic motivational objectives (presented in the part about strategic objectives), we can **classify the strategies of motivating human potential** in following way:

- A strategy of ambitions.
- A strategy of opportunities.
- A strategy of strengthening.
- A strategy of necessities.

1. The strategy of ambitions works out the defined objectives corresponding with the strategic situation called as maxi – maxi. It is designed for such organizations those rank into first quadrant of considered matrix on the basis of synthesis of SWOT analysis results. This strategy is characteristic by utilizing the advantages of organization and using of surrounds opportunities. In practical view, it means the organization does not dispose by any serious limitations (finance, skills, capacity, etc.) those would hinder organization in its future ambitious growth. Because of the organization is very strong from inside, namely a point of view of the purposeful-

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[325] Sedlák, M. a kol.: Základy manažmentu. Bratislava. Edičné stredisko VŠE. 1994

[326] Ďurišová, M.: Meranie výkonnosti podniku. In: Podniková ekonomika a manažment č. 2/2006. Žilina. Žilinská univerzita v Žiline. 2006

ness and rise is decisive in setting ways how to fulfil defined objectives. But, the organization has to henceforth devote careful attention to internal strengths and work on next improvement of them. For example, the organization may invest into long-term and widely projected educational programs, plan and realize the carrier of top employees more clearly, enable the employees to participate in organization profit, establish the ergonomic workplaces, instigate the creative potential, etc.

2. The strategy of opportunities is a working out of the strategic characteristic mini – maxi. It is designed for the organizations situated into second quadrant of synthesized SWOT matrix. It focuses on detailed determination of such possibilities of the defined objectives achievement those provide maximal flexibility in looking for and using of positive moments from surrounds. This flexibility would help to overcome some internal problems or weaknesses of the organization.

For example, when the organization fights with financial difficulties, in the meaning of prompter mobilization of forces and prompt reacting on eventual customers' demands or chances of market, it can apply the possibilities of low-costly motivating (spreading more positive moods inside the organization, building the space for creativeness and independence of key experts, praising the existing effort and successes of the individuals and groups, establishing the quality and excellence circles, etc.). In such case when the difficulties of organization flow, for example, from lower level of skills and motivation of the employees and experts, whereupon organization does not feel any financial problems, it can use the possibility of financially more demanding decisions – it may decide to engage the new high-qualified specialists into its environment, use possibility of the financial motivating/instigating existing employees and experts of organization for the higher intellect performance, entrust the development of a new product to the other (co-working) organization, etc.

3. The strategy of strengthening is a working out of the strategic characteristic of organization called as maxi – mini. Its mission consists in using such ways of objectives fulfilment those are based on an improving of internal strengths and advantages of the organization so the organization can successfully overcome the threats arising in external environment. For example, if the organization expects the entrance a new competitor into a market that can threat the organization position and so the executive apprehends of unfavourable future of its organization, a strengthening the or-

ganization's market position can become a one of the convenient objectives.

There exist various ways of the fulfilment of this objective whereupon the organization should use the possibilities orientated on much more intensive strengthening of the existing advantages, competences, and strengths of its team. It means to use the financial and non-financial instigating employees to the higher creativeness, prompter foresight of the customers' wishes, implementation of new services for the existing customers, more active looking for the new customers and partners. It is possible to develop the communication skills of the end employees (active listening, empathy, persuasion) so they will be able to apply more personal even familiar relationship towards the customers improving their loyalty, more actively utilize the working, and personal contacts of the employees, realize the trainings of development of the innovativeness, and team work, develop the analytical, and strategic thinking of the organization's experts, support, and develop the mutual motivational behavior of the employees and managers running between them, etc.

4. The strategy of necessities is a working out of the strategic characteristic of organization defined as mini – mini. It is the most unfavourable strategic situation in practice that reflects the organization's position in forth quadrant of SWOT matrix. In this situation, the organization fights with extraordinary significant problems (internal weaknesses of the organization are combined with threats of the surrounds). If the strategic objective consists in an averting unfavourable state through the human potential and its motivation, the organization has to determine such ways of fulfilment this objective which are maybe a partly grievous but these ones are necessary so the organization can escape from forced finishing of its functioning.

There can be added into used possibilities for example: the reduction of employees' number (but this decision much more weakens the organization's potential and impairs felt motivation), the utilization of shorter working hours, the abolishment of paying rewards and personal bonuses, the savings of other personal costs and work costs, the effort to improve the productivity and intensity of work, etc. In this strategy, the organization should again apply the arousing of loyalty and shared consciousness, the utilization of knowledge, abilities and experiences of the employees, the general instigation of new propositions and effective solutions. Basic

role should be especially put on the managers those must be able to provide the adequate support, the correct approach, and namely the motivation effort towards their employees.

According to the need to formulate high-quality motivational strategies within the organizations, the recommendations of M. Armstrong can be considered as contributive. In his book Human Resource Management, he presents some factors those influence the motivational strategies and a contribution/performance of department and simultaneously also system of human potential management in the effort to achieve higher level of the motivation (Table 11).

Table 11: **Factors influencing the motivation strategies**[327]
        [Armstrong, 2002, pp. 170 – 171]

Factors influencing motivation strategies	**Recommendations to department/system of human potential management and development**
The difficultness of motivational process means that simplified approaches based on instrumentality theory (system of rewards and punishment) probably will not be yet successful.	To avoid danger of the creating or supporting such strategies those offer authoritative regulations for motivation based on simplified perceiving of this process or wrong non-recognizing of individual differences.
People will be motivated with greater probability if they work in the environment in which they are praised according to what they are and what they do. It predestinates to devote attention to the basic need for recognition.	To instigate the creation of processes of work performance management those offer the opportunities to agree mutual expectations and provide positive feedback of tasks fulfilment. To create the reward systems those offer the opportunities for acknowledgement of tasks achievement through financial and non-financial rewards. But, it is necessary to respect fact the systems of financial rewards have not to be necessary suitable or adequate. In the area of creation and application of these systems, it is needed to consider with warnings flowing from expectancy theories, goal theory, and theory of equitable reward.

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[327] Armstrong, M.: Řízení lidských zdrojů. Praha. Grada Publishing. 2002

There should be recognized the need for work that provides the individuals adequate means of goals achievement, rational degree of autonomy, and space for utilization of their skills and abilities.	To recommend such processes of creation of work tasks and workplaces those respect the factors influencing the motivation of work in such way that they offer the job enrichment in a form of manifold work, responsibility for decision making, and as high as possible measure of control assigned to the employee in exerting his/her work.
The need for opportunities for growth through the development of abilities and carrier.	To offer the equipment and opportunities for learning through planning personal development and programs of education.
The culture of organization in the shape of values and norms influences an effect of any attempts of, direct or indirect, motivating the individuals and groups.	To recommend the creation and development of culture that supports the processes of appraising and praising employees and managers.
The motivation is increased through such leadership that sets a direction, encourages and instigates the achievement of objectives, and provides a support of employees in their effort to fulfil objectives and generally improve their work performance.	To propose such system of abilities that is focused to the quality of leadership and behavior expected from managers and leaders of teams. To provide the disclosing of abilities to lead the others through work performance management and assessment centers. To advise the subordinate co-workers and educate them with intention of forming their leaderly qualities.

But, the realization of chosen strategy of the motivating human potential is often negatively marked by a plenty of misunderstandings, barriers, and inconvenient habits. The policy of motivating human potential helps to disclose and remove these tendencies.

The policy of motivating human potential represents a system of rules or arrangements with help of which the managers and human potential experts proceed in the motivating and directing a behavior of the employees in that way so the objectives of organization can be achieved on the one hand, and the goals of employees can be fulfilled on the other hand. A lot of authors consider policy as the highest and the most general

tool of the implementation of chosen variant of strategy, whereupon: "Policy can exist in various forms. It can exist in the form of internal managerial document of the organization, or it can be expressed only in the words by an organization's executive, and then it is kept to and effectuated in daily organizational practice with greater or less consistency"[328], [Bláha, Mateiciuc, Kaňáková, 2005, p. 55].

The motivation policy contributes to the identification employees with objectives of their organization, enables to prevent possible work conflicts, feelings of frustration and stresses on the side of managers and employees, helps to open communication flow within the organization, explains determinations of the required work behavior and procedures in building of carrier and development of motivation of the organizational team members. It plays an irreplaceable role in *defining of a psychological contract* that expresses the system of wishes, expectations, and duties of employees on the one hand, and the system of wishes, expectations, and duties of employer on the other hand.

It is important to note so that the basic role of motivation policy can be achieved – to help to increase and harmonize the motivation of managers and employees in their common effort focused to fulfilment of the defined organization's objectives – the motivation policy has to be permanently *actualized and accessible to all employees*.

6.2.4. Implementation of chosen strategy

An implementation means the process of preparation of the strategy realization in daily action of the organization and work behavior of the employees and managers. It represents providing of the fulfilment of strategy of human potential motivation through responsible functioning of all organizational departments. In this understanding, the **strategy implementation** expresses a time, material, space, and capacity bringing the strategy close (determination of all demands of strategy realization), and providing of strategy realization *through determination and following achievement of the objectives, the strategies, the tactics, the*

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[328] Bláha, J. – Mateiciuc, A. – Kaňáková, Z.: Personalistika pro malé a střední firmy. Brno. CP Books. 2005

programs, and the operative plans of all levels and departments of the organization participating in realization of the chosen strategy, including setting the procedures, the rules, and the budgets of all necessary processes, activities, and arrangements.

The content of implementation issues from the fact that the chosen strategy is a ***long-term plan**,* time horizon of its running is mostly a period of 2 – 3 years. At the same time, it is a plan document that is concretized and approved by managers of ***the highest managerial level of organization***: in spite of participation of the other experts and employees in its preparation, the approved variant of strategy is in this moment a domain only of the organization's top management. The purpose of it should be to make real this long-term plan in all organization. Thus, it is needed to work out this strategy in such way the real and contributive fulfilment of defined objectives can be achieved under the influence of this one, it means the motivated behavior, the higher level of performance, and the development of potential of employees and managers of **all organizational level and of all professional segments of organization**. From a mentioned reason, it is necessary to concretize and make strategy clear. It is necessary to determine more and more detailed net of the intentions and procedures so that their time horizon will be more and more shorter, and so each member of the organization will be engaged in the realization of accepted arrangements. Thereto, it is needed to assign the specification of purposes to the concrete organizational departments, groups, and individuals so each department will enable to contribute to providing the expected assumptions and outcomes by its own action.

Whole document (strategy) is spread out and continually personified by continual working out a strategy into more detailed plans (into net of the tactics, the programs, the operative plans, and the budgets of their realization), and simultaneously its realization is concretized at time. Because of, ***the tactical plans and more extensive programs*** (for example, the motivation programs) include a much richer spectrum of the convenient processes and activities in comparison with strategies those should be effectuated. The time horizon of their realization is from 1 to 3 years. ***The operative plans and simpler programs*** are much more extensive and precise than the tactical plans. They have a time horizon until 1 year. Quite often, in some situations, the operative plans have to

be worked out into several half-years, quarters of a year, months, decades even days.

It is necessary to elaborate the detailed ***budgets*** of all prepared and realized activities in implementation phase of the strategic motivating of human potential. These ones represent the plans those express in numerical way the planned assignment of needed resources and expected effects of particular activities of an implementation. The total budget of some objective fulfilment represents a summary expression of the budgets of all departments and groups participating in its achievement. The effort in planning of resources (financial and non-financial) should consist in considerate proceeding so that the useless financial, material, or personal overestimating of realization of actual strategic objectives system, respective of all strategic motivational process, will not happened.

We can recommend (in the effort to provide more effective implementation of the motivation strategy of all organization's human potential) so that **each hierarchical level and each department will elaborate its own long-term objectives and priorities in the area of permanent motivating human potential**. Then, in cooperation with the superiors, they should elaborate the strategies of objectives achievement and fulfil these ones through detailed tactical and operative plans. In other words, there should exist in dynamical organizations the **harmonized intersection of three types of the objectives of strategic motivating human potential, three types of the strategies, three types of the tactical and operative plans**: organizational, hierarchical, and departmental. Their concrete forms/numbers always depend on the number and character of all departments within the organization. A mentioned **multilevel implementation** is clearly illustrated in Figure 26. Evidently, all hierarchical and departmental purposes and their concretization have to totally correspond with the strategic objectives determined by top management of the organization and support their fulfilment.

Using this closed manner and a **synergy effect**, it is possible to provide that all departments and individuals will participate in the fulfilment of formulated priorities and objectives. The departments and individuals will possess a clearer picture of requirements the fulfilment of which will be expected from them, namely in present, near, and distant time perspective. At the same time, it is possible in this way to achieve probably the most important purpose and mission of the strategic proc-

ess: to achieve that each member of his/her organization can clearly understand the contribution of his/her own behavior to the successful future of the organization and success to himself/herself, whereupon this knowledge is a necessary predetermination of the building of high level of loyalty and motivation to the next – following – strategic processes of organization.
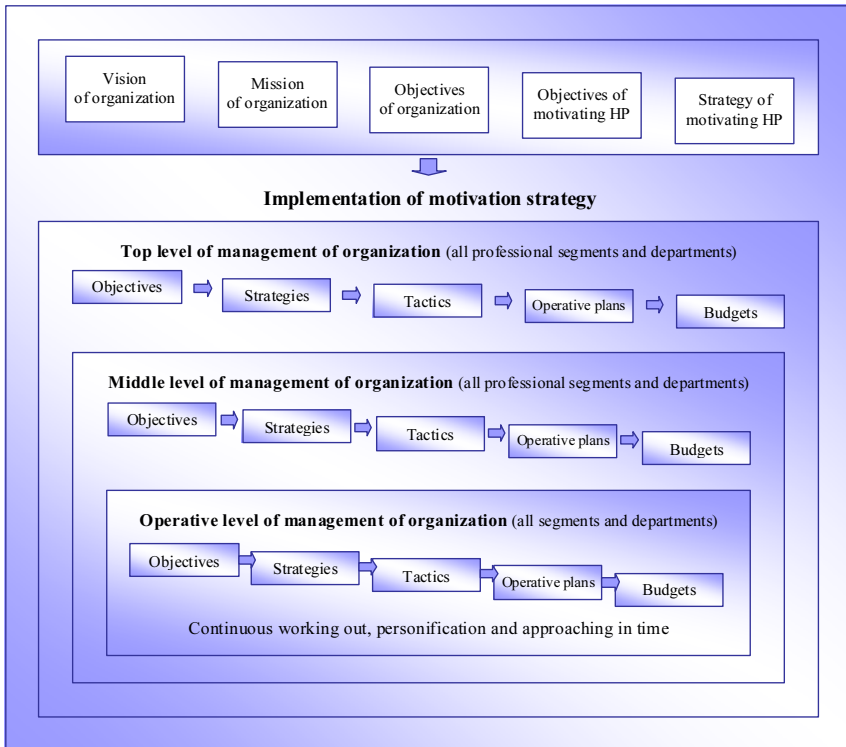
Figure 26: **Recommended content of the implementation of chosen strategy**

6.2.5. Evaluation of effectiveness of strategic motivating human potential

The evaluation of effectiveness of all process, as final – feedback – phase of strategic process, brings a character of the ***dynamics, the continuousness, and the efficiency*** into strategic motivating human potential. A permanent assessment and a feedback are important from a point of view of the disclosing deviations and proposition of the correctional arrangements in process of motivating human potential owing to the changing conditions of internal and external environment.

The **appraisal of fulfilment of defined objectives and achieved results** creates the content of an effectiveness evaluation and feedback of strategic process. This phase should concern with two aspects, i.e. organizational (objective) and individual (subjective):

a) ***From a viewpoint of the organization,*** the engaged managers and human potential experts should try to appraise the successfulness of effectuated processes, activities, and arrangements, i.e. they try to judge whether the process has helped to achieve, for example, the increase in level of total work performance, or the primary organizational need has fulfilled, respective a certain problem occurred within the organization has solved.

b) ***From an individual point of view of the employees and managers,*** it should be dealt with the summarization of subjectively perceived opinions of organization's members whether the development of their work-personality potential is achieved, or whether they achieve the wished feeling of satisfaction from their work in organization, or whether they feel the increased motivation in present day, or whether they feel clearer perspective of their next action, etc.

Because the searching of effectiveness of strategic motivating process ranks among really important duties, and simultaneously, it one represents the difficult stage of this process, we can recommend so that the organizations can perceive and realize the total assessment as a **five-degree feedback**. The number of recommended degrees of feedback depends on the number of phases of all strategic process (process has five phases totally). The effort consists in a disclosing of possible problems and errors those could be occurred in every phase of realized proc-

ess. At the same time, the feedback should proceed in backward direction in comparison with running of process, it means from the last phase, continually through the particular phases, to the starting phase of strategic process.

The first degree must be focused on the appraising whether all process of the strategic motivating human potential has fulfilled expectations and determinations with respect for increased success and strategic competitive ability of the organization. It is important to search also the effectiveness of the feedback itself, i.e. the suitableness of used methods and tools those are exploited by organization in the area of assessment of the economization, the purposefulness, and the efficiency of all process. *The second degree* of feedback must be orientated to the assessment of correctness of chosen strategy implementation and identification of the employees and managers with particular implementation tools. *The third degree* must objectively appraise the correctness and adequacy of chosen strategy, including the correctness of creation of particular strategic variants and the actuality of effectuated motivational policy. Apart from absorbing all previous assessments, *the fourth degree* must search the realness and ability to achieve defined strategic objectives, and also the balance of objectives of all professional spheres of organizational life. *The fifth degree* should implant into described process the assessment of correctness of the procedures, the tools, the methods, or the resources of analysis of three key information fields.

On the basis of mentioned above realities, it can be introduced the starting and last phase of this process – *the analysis of key information fields and the effectiveness evaluation in the meaning of systematical feedback* – have to be interdigitated through all other phases and cause the press upon the permanent increasing of dynamics and effectiveness of the strategic motivating human potential. Presented recommendation is illustrated in Figure 27.

From a general view, the evaluation of strategic effectiveness can be realized (equally as it presented in previous text) in the intentions of three basic criterions of effectiveness as follows:

1. *Through evaluating of the purposefulness of defined objectives and strategies* (i.e. through assessment of all processes directing). It can be concerned with the increase in trends and time tendencies of various individual, group, and also organizational

parameters. For example: the achievement of improved motivation of the employees and managers, the build of higher willingness to engage them into new activities, the improving trend of fluctuation and number of worked years within this organization, etc. Equally, it can be searched the improvement in total organization position on the market (the decrease in number of complaints and reclamations from the side of customers, the acquisition of new customers, the increase in satisfaction of employees of state administration in communication with this organization, improvement in image of this organization, etc.). The purposefulness respective well-foundation of realization of these objectives and strategies is surely given by simple fact in each of organizations – the organization could have the significant problems in its action without their fulfilment…

2. *Through evaluation of the economization of all process running* (i.e. through assessment of direct, and indirect, and internal costs of strategic effort). It can be concerned with, for example, searching of the financial instigating (rewards, bonuses, shares in profit), the indirect costs (costs of educational activities, purchase of more efficient communicational technique, providing of software for the simplification of interpersonal processes, etc.), the connected internal costs (time and effort of the human potential experts, behavior of the managers devoted to creative leadership, creation of group and individual motivation programs, etc.).

3. *Through evaluation of the efficiency of strategic process* (i.e. through assessment of process effects or contributions). It can be intermediately concerned with the quantitative or qualitative contribution of the strategic motivating human potential through, for example: comparison of the results of total work performance appraisal of employees and managers with the results in previous periods, comparison of differences in the capacity (in potential) with the real performance. The contribution can be searched also through the increased quality of work, the decreased number of defective products, the meeting fixed deadlines, the increased satisfaction of following workplaces, the improved innovativeness, the deeper identification the individual

ambitions with the organizational ambitions, the higher loyalty, the prompter progress and self-development, etc.
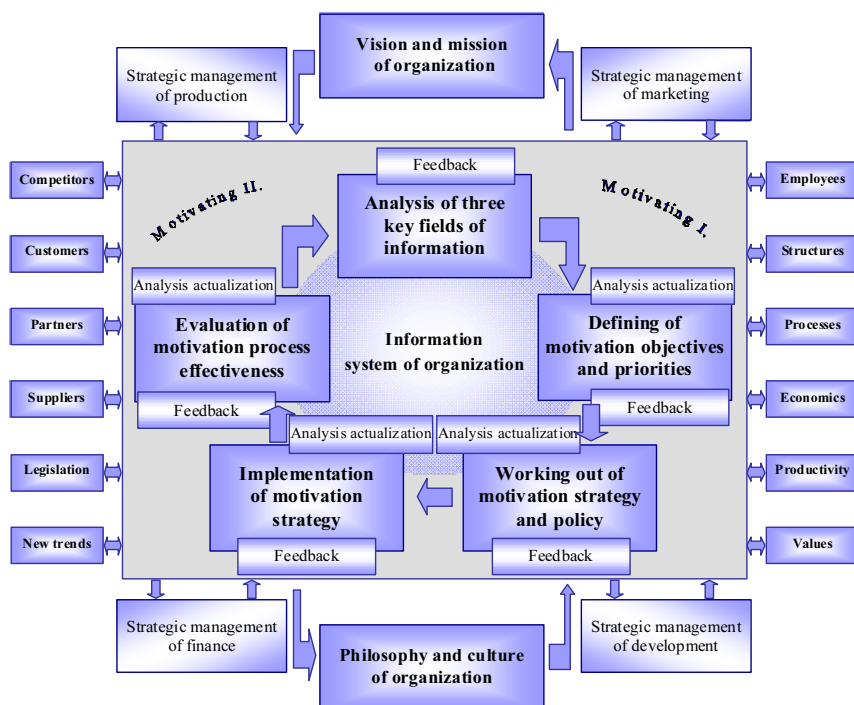
Figure 27: **Scheme of process of strategic motivating human potential with including actualization of analytical ascertainments and feedback of each phase of process**

The evaluation of effectiveness of objectives and strategies of the motivating human potential has to necessary issue from a precise coope-ration of all organization experts and managers, and an active exploita-tion of organization information system and all expert subsystems of the organization.

6.3.
Importance of Strategic Thinking

In the formulating of vision, mission, strategic objectives and strategies, there are usually solved totally new, unique, and unrepeatable strategic situations with which the managers and experts of organization have not yet met in their practice. Thereto, for these new situations, it is almost impossible to use routine procedures, methods, and solutions those were looked as effective in the solving of last situations. The strategic thinking uses an *approach of the combined, intuitive, and **creative re-creation of previous solutions into the new solutions**,* with respect for all influencing factors.

From mentioned above reason, the basic predetermination and excellent aid of setting strategic objectives or elaborating the effective strategy is just the adoption of principles of strategic thinking. **The strategy thinking** is an intellectual ability that enables to utilize the skills acquired synthetically, the obtained experiences, and the solutions of various past situations and problems for the next solving of any new, specific, and unique situation.

R. Stacey presents that we can consider with following **key principles of the strategic thinking:** principle of the variance, principle of the permanence, principle of world system approach, principle of the interdisciplinary, principle of the creative problems solution, and principle of the resource concentration[329] [1993, p. 11].

The principle of variance means a reality that it is necessary to elaborate more variants and possibilities in setting each objective or strategy from which the most suitable these ones are chosen after thorough consideration.

The principle of permanence means that the process of strategic management has to become the process of continuous revaluation, permanent polemics against possible impacts and the best ways and means, and lasting improving of running processes.

The principle of world system approach means a necessity to consider the organization as an open system (open to outside and also in-

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[329] Stacey, R.: Strategic Thinking and The Management of Change. International Perspectives on Organizational Dynamics. London. Kogan Page. 1993

side) that is a part of the wider national and world system of the economic subjects.

The principle of interdisciplinary means that it is needed to utilize knowledge of the various science disciplines in setting ways and manners of fulfilment chosen objectives, for example: the psychology, the sociology, the organizational behavior, the economy, the statistics, the prognostics, the informatics, etc.

The principle of creative solving problems means that the creation of each strategy is always a new problem with new parameters and limitations which have to be mastered rationally and intuitively correctly – this new solution has to be created, it one has not to be totally copied.

The principle of resource concentration means that the organization has to carefully consider in what way it enables to utilize its own insufficient or limited resources, in meaning as purposefully as possible, as efficiently as possible, and as economically as possible.

Respecting mentioned principles, the basic procedures (**methods** of considering and realization) of strategic thinking include the *analytical-synthetic procedures* when it is possible to understand the new situation, problems, or expected trends as a whole (integrity) on the one hand, but, it is needed to break down the problem into its particular components for a solving this one, understand the matter-of-fact of these components (parts), and know their mutual relations on the other hand.

Apart from the ability to analyze situations and synthesize retrieved information, the basic marks of strategic thinking include also using *method of the induction and deduction, the creativeness, the flexibility, the courage, the willingness to risk, the fantasy, the permanent looking for something new, the polemics against possible solutions or approaches, the enthusiasm*, etc. Very important characteristic of the successful strategic thinking consists in an intuition and an ability to effectively and conveniently utilize the basic qualities of emotional intelligence from the side of all strategically thinking and acting managers and employees within the organization.

Concluding this chapter, we express a wish so that the presented ideas, recommendations, instigations, and procedures can contribute to the improving total functioning and strengthening of strategic success of such organizations, corporations, enterprises, and firms those are caring about their future.

7.
MOTIVATION PROGRAM
AND ITS DIMENSIONS

From a point of view of contemporary knowledge, on the base of acceptation of all previous opinions, theories, approaches, and proposals, it is possible to defy the **motivation** as a process of creation and realisation of system of inner aims, ambitions, motives, attitudes, and relations of the individual to working and living situations. The process of maintenance, reinforcement, and direction of inner motivations by internal and external stimulus, devices, approaches, and manners can be denoted as the **motivating**. From a specific point of view, this process can be viewed as the process of creation and fulfilment of the individual and group motivation programs of employees and managers of the organization.

When the organization's experts want to create high-quality motivation programs of the organizations, the organizational departments, the workplaces, and also the individual motivation programs, they will have to issue from fact that the needs are a basic source of the motivation. Thereto, the managers have to try *to disclose individual and group needs* of their subordinate co-workers, and orientate their evaluated behavior to full identification with interests of the organization.

In these intentions, the motivation programs should be concentrated on continuous and purposeful strengthening of the employees' and managers' motivation so that they will act in desirable way directing to the fulfilment of defined long-term goals of their organization. At the same time, it is necessary to respect negative knowledge of many experts in this field, that: "… the motivating in organizations does not reflect all needs of the employees. Incorrectly proposed and applied motivation programs negatively act upon the employees and these ones do not motivate employee for demanded work performance. Thus, a key task in

this area consists in the elaboration of proposition and the implementation of really efficient motivation program,"[330] [Hitka, 2004, p. 192].

7.1.
Identification of the Motivation program

The motivation program represents a certain united system of arrangements in the field of management and development of the human potential the goal of which consists in the active influencing work behavior (performance) and the creation (or strengthening) of positive attitudes of all employees of the organization, with the connection to other managerial activities of organizational executive. In this plain, it concerns, namely, the improvement of identification employee's interests with organization's interests (loyalty to own organization), and the forming of employee's interest in developing his/her own abilities, knowledge, and skills, and the active utilization of these ones within the organization environment and work behavior. According to M. Nakonečný, motivation programs "… express the basic conditions of desirable work motivation which have to be created in each organization in the meaning of positive work conditions. These ones express the complex and lasting working motivating of all employees,"[331] [2005, p. 217].

E. Bedrnová and I. Nový define the motivation program "… as a concretization of system of the human potential management in organization with relatively exact orientation on the positive influencing of work motivation of the employees. The motivation program in concrete form means a system of the rules, the arrangements, and the procedures which issues from previous analysis and which is directed to a fulfilment of organizational needs and objectives. A primary aim of this system consists in an achieving desirable work motivation and optimal approach of the employees to a coordination of work flowed from this motivation, namely in all such aspects those are actually or permanently

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[330] Hitka, M.: Analýza motivačných faktorov zamestnancov útvaru údržby v ZSNP Foundry, a. s. Žiar nad Hronom. In Zborník medzinárodnej vedeckej konferencie Manažment ľudského potenciálu v podniku. Zvolen. Technická univerzita. 2004

[331] Nakonečný, M.: Sociální psychologie organizace. Praha. Grada. 2005

important from a viewpoint of the organization,"[332] [Bedrnová, Nový, 1998, p. 282].

M. Mikuláštík explains the motivation program as "… a preparation of the human potential management with an intention to influence employees' interest in the activities, work with full exertion, and identify oneself with the organization and its objectives – to be a loyal. Before the starting creation of motivation program, it is needed to realize audit of motivation tools used so far, and then approach to the elaboration such program which will not lose itself in procedural tendencies and will not lose itself in formalities,"[333] [2007, p. 148].

So, the **motivation program** represents an extensive complex of the activities and events chosen thoroughly, sufficiently rich spectrum of supposedly effective motivation tools, generally realisable organizational and group arrangements, the created conditions and presumptions, and the whole net of practices those encompass the motivational accent into all processes of system of the management and development of human potential. Its content should include a functioning evaluation and signal mechanisms notifying the need to reform the existing program version.

The motivation program has to be a proactive reflection of predominated palette of motivational preferences and goals of the employees and managers of all organization's management levels, and ways of an achievement of these ones. At the same time, it must set tasks and procedures defined concretely in the field of the motivation and motivating human potential of organization.

In addition, each motivation program has to include precisely *defined and implanted* **key components** so the most important of them are following[334] [Blašková, 2005, pp. 292 – 293]:

a) *A mission* – it is needed to clearly determine a basic purpose and sense of the motivation program/effort within the organization whereupon the mission of motivation program can consist, for

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[332] Bedrnová, E – Nový, I. a kol.: Psychologie a sociologie řízení. Praha. Management Press. 1998

[333] Mikuláštík, M.: Manažerská psychologie. Praha. Grada. 2007

[334] Blašková, M.: Model tvorby motivačného programu organizácie. In: Zborník medzinárodnej vedeckej konferencie Modelovanie procesov manažmentu. Žilina. EDIS – Vydavateľstvo Žilinskej univerzity. 2005

example, in devoting attention to theme of the motivation in organization with intention to strengthen a long-term motivation of the employees and managers.

b) *A philosophy* – the motivation program should dispose by its own intellectual framework whereupon the philosophy of motivation program may content generally disclosed, discussed and harmonized motivation priorities, approaches, and principles which are desirable for its utilization within the organization.

c) *Goals* – the harmonized system of defined motivational goals has to become an important part of the motivation program. These goals can be defined as quantitative (for example: to achieve the improvement in market position through higher motivation in a considered time horizon) and also as qualitative (for example: to increase the motivation intensity in the area of effort for improvement in organizational atmosphere).

d) *Strategies* – it is needed to elaborate several variants of an achievement of the motivation program goals, i.e. create a sufficient number of the motivation strategies considering the most probable factors, changes, expected contributions, and risks in the sphere of motivation influencing.

e) *An implementation mechanism* – the content of motivation program has to involve a time, logic, personal, and emotionally balanced proceeding of its fulfilment, namely through particular level of the organizational hierarchy, and also through more elementary and in detail worked out tactics, procedures, budgets, etc.

f) *A mechanism of individualization* – the motivation program of organization has to have an implanted possibility and simultaneously a necessity to modify and work out a total program of the organization into the motivation programs of the organizational departments, the work groups and teams, and also, it has to involve the individualized motivation programs for motivating the individuals, evidently always with respect for significant differences and situations.

Additionally, it is necessary so that the motivation program will be supported by actually elaborated motivation policy of the organization that is harmonized with the total and particular policies in the field of

human potential management and development. The motivation policy has to include approaches, principles, and rules defined purposefully those must be kept by all managers, human potential experts, and employees of organization in the creation and realization of the particular motivation programs.

Thus, it can be generally noted, the motivation program should be defined to the timing and financial point and should reflect the actual and future conditions and possibilities of the organization, groups, and individuals acting in the relevant environment. At the same time, it should create a space for the implantation and application of an individual approach to unique expert-personality potential of the employees, the specialists, and the managers within the organization. It means the *necessary component of the efficient motivation programs has to consist in a creation and making real the assumptions so that the creators and also the next performers of particular motivation programs will posses the adopted/implanted high motivation, want to increase the motivation programs dynamics continually, and apply these programs towards their colleagues and towards themselves permanently*.

7.2.
Motivation Program Dimensions

Flowing from the previous ideas and developing the theme of motivation and motivating, it is possible the motivation program to understand from different viewpoints. Each of these approaches/viewpoints creates a *system dimension* of the motivation program unfolding from its internal content whereupon each approach affects the other dimensions permanently and relationally. The following key dimensions of motivation program can be considered:

- D1 dimension of the creation.
- D2 dimension of the planning category.
- D3 dimension of the object.
- D4 dimension of the subject.
- D5 dimension of the used methods.

- D6 dimension of the adaptability to individual and group differences.
- D7 dimension of the evaluation and requirements.
- D8 dimension of the included motivators.

Considering listed dimensions, it enables us to see the **motivation program as a multidimensional system** which fulfils the parameters of qualitatively most important aid and tool of the design and also the achievement of organization's success and satisfaction.

7.2.1. D1 Dimension of the Creation

The creation of effective motivation program is a challenging and long-time process. Primarily, this process must be covered by all organizational levels, departments, areas, groups, and individuals. It must be flowed from detailed information about past and contemporary situation of the organization and goals defined to the future. The process of motivation program creation has use sufficiently wide set of relevant, meaningful, and reliable information, knowledge, and suggestions. It must be permanently supported by an executive of the organization that would create the demanded space and full conditions to this process/effort (competency, information, communication, time, capacity, etc.). On the base of these facts and also the ideas presented in the part of identification of the motivation program, it is possible the process of motivation program creation classify into following phases (Figure 28):

a) A preparatory phase.
b) An information-analytical phase.
c) A confront-proposal phase.
d) A testifying phase.
e) A harmonization-exacting phase.
f) An evaluating systematically (feed-back) phase.

In the **preliminary phase**, it is needed so that the organization executive will build a team of skilled experts and charge these experts of the elaboration of motivation program. This team has to involve the human potential experts, the managers, and the employees representing all

levels of the organization management. Probably, a paradox arises in this phase that *the organization executive has to necessarily strengthen the motivation of – i.e. sufficiently motivate – team members to the creation of high-quality motivation program*. At the same time, it should be achieved the common set of primary starting points, mission, goals, and philosophy of the prepared motivation program, and also the determination of preliminary material and time dispositions of work of the charged motivational team.

The purpose of **information-analytical phase** concerns the effort focused to obtainment and analysis of desirable information resources, namely in optimal extent and significance, information with high knowledge value, and information that is adequately demanding from a viewpoint of time and finance. It is very convenient so that the charged motivational team (in a close cooperation with other parts of the organization) will realize a **thorough analysis of three key fields** (analysis of external factor influencing the organization and its human potential, analysis of internal factors influencing the total function of organization and total work behavior of the employees and managers, and detailed analysis of all realities those are connected, directly or indirectly, with motivation of the organization's human potential – more information is presented in the chapter about strategic process of motivating and chapter about methodology of retrieval and processing information sources of the motivating).

Except retrieved information, it is necessary to undertake a survey of satisfaction of the employees and managers and collect additional information about the factors influencing their actual motivation level. It is eligible to make the thorough analysis of all working positions (job analysis), including the assumed competence-personality profiles of the employees and managers, and also the norms of manual and intellectual work behaviour.

It is convenient to supplement this information by full image of felt or assumed *efficiency of applied so far, or wanted now only motivational arrangements and tools,* which is perceived or felt as motivational by the motivating participants on the one hand, and by motivated individuals or teams on the other hand. Sufficient but not too much exacting form of this information retrieval is the using of questionnaires compiled accurately or the repeated structural interviews (more informa-

tion about this theme will be presented in the part about the methodics of analysis of motivation).
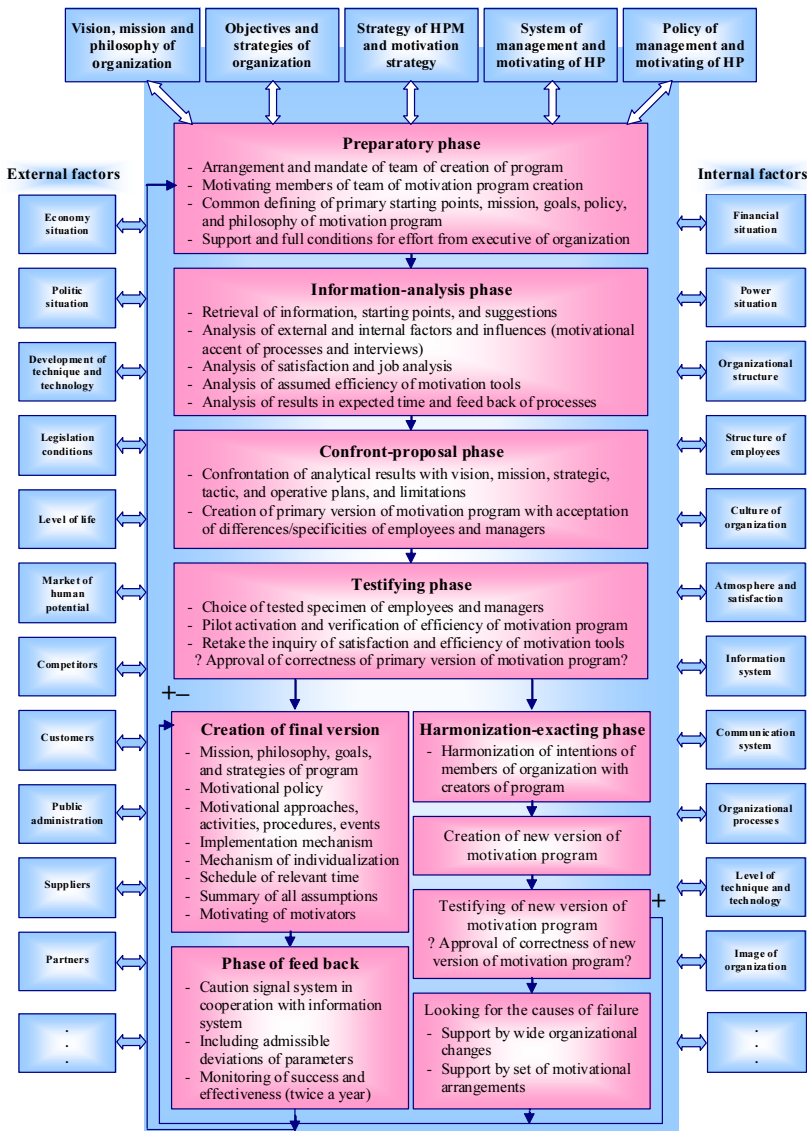
Figure 28: **Graphic model of creation of motivation programs**

It is necessary to include *the results of time tendency and feedback of all key processes of the management and development of human potential within the organization* into this phase and also into the information basis of motivation program creation. Herein belong, for example, the evaluation of the success of methods/procedures used in the selection of new employee, the tendency of appraisal of total work performance of the employees and managers in comparison with the previous periods, the fulfilment of plans of the qualification, and personal development, the varied length of working hours within the organization, and so on. The great resources of good information are records from the interpersonal interviews (from a point of view of sufficiently strong motivation accent in these discussions), for example: selective, orientation, appraisal, and out-going interviews, and suggestions flowing from the work meetings, free or managed discussions, etc.

At third, **confront-proposal phase**, all retrieved information should be confronted by the creators of motivation program with the vision, the mission, the system of strategic, tactical, and operative plans, the existing organization culture, and philosophy, the motivational policy, the psychological contract, the production methods, the calculations, the possibilities, and constraints of the organization in this field.

The result of this meaningful and objective confrontation can become a ***primal version of the motivation program***. This should be formulated in a full text, a structure, and an extent (including objectives, strategies, implementation mechanism clearly defined, etc. of the motivation program). In spite of the fact that this phase seems simple, this one is difficult and also unclear in some moments. The members of motivational team have to consider and respect a plenty of information and instigations which are processed in the various forms, flow of the different resources, have the different time proceeding, etc. These participators have to in their effort respect extraordinary important reality that *the efficiency of motivational behavior is influenced by the structure of individual motives (needs, interests, ideals) of the individuals and this one is always different according to personality type, age, acquired qualification, sex, number of worked years in an organization, employees' work setting, etc.* Thereto, they have to utilize the high creativeness, inventiveness, imaginativeness, objectiveness, professionalism, and courage.

The creators of primal version of the motivation program could use it for agreement (assessment of the correctness and efficiency) from a point of view of the opinions of wider spectrum of the employees and managers of organization in next, **testifying phase**. Thereto, it is *necessary to realize a pilot activation and verification of the accuracy and efficiency* of this version of motivation program.

It is advisable to terminate the pilot verification for the period of 2 – 4 months. However, the specimen of employees upon which the program is tested, and the specimen of managers which test this program should be various and wide enough for the results to be relevant.

After finalisation of pilot activation, it is advisable to retake the inquiry of satisfaction within organization, the analysis of motivational preferences of employee and managers, and also the analysis of efficiency of the used motivational approaches and tools. The results of the comparison of this inquiry with the inquiry made before the realized testing of the pilot motivation program can be, to a certain extent, different or, contrariwise, almost identical. In case the results differ in a positive way, it means the satisfaction and approval of made effort in this field.

In case the results of comparison are identical or differ in a negative way, it is necessary, by a **harmonization-exacting phase**, to harmonise the visions and expectations of employees and managers with the expectations of creators of motivation program. It is possible by internal meetings, consultative appointments, workshops, brainstorming, informal discussions, etc. In dependence on obtained responses and suggestions, the members of motivational team should set a ***new (more adequate) version of the motivation program***. This one needs to be again retested on an adequate specimen of the participants of motivational process. In case that it was not possible to gain wanted parameters even in this second version, it is necessary to look accurately and properly for the possible reasons of this failure (e.g. general bad atmosphere and doubt issuing form the bad organization's operation on the market, simulated non-success, and excessive power ambitions of some individuals or groups).

In this situation, the new version of motivation program must be accompanied and supported by *wide changes within the organization*. For example, it can call up a change of the existing management system, a re-definition of the strategic objectives, the philosophy, the culture, the

communication systems, the organization structure, etc. However, the failure of second version of the motivation program can be also caused by simple unwillingness or inability to understand and identify employees with the need for responsible, loyal, and initiative working behaviour of the individuals and groups. There arises a paradox, when the motivation program tries to strengthen the employees' and managers' motivation, but for its approval, it is necessary to motivate these people by a wide system of supporting arrangements.

In a plain of dissatisfaction with the second version, it cannot be forgotten the existing various *de-motivational forces* in the specific divisional or organizational environment. Typical example is a state when the superior steadily keeps an insufficient output of the particular individual unnoticed and without any consequences. His/her colleagues are bound to redeem his/her faults in a long term, and thus situation definitely reduces their willingness and confidence in objectivity and respect of the used manners. In such case, it is more effective to replace preferred pseudoethics to this individual by the real ethics and loyalty to the whole team or organization, and replace this employee or manager to a different kind of job, or provoke him/her to resign, and in this way to hinder increase in de-motivation of the others.

After disclosure of real causes of the formulated version of motivation program and after their elimination, the creators can realize its ***final version***. In this version would be concreted also the mechanism of implementation and mechanism of individualization which will prepare and arrange easier creation of the group and individualized motivation programs. At the same time, this final version should be supplemented by the financial budget in a particular time horizon and the structured overview of necessary material, information, personal, and other assumptions of meaningful realization, evaluation, and potential actualisation (reformation) of the program.

The culmination phase of process of the motivation program creation is an **evaluating phase, phase of its systematic feed-back**. It is necessary to achieve that the responsible group within organization will permanently obtain information and impulses which will immediately warn in the case of necessity to intervene in all actual motivation programs, it means in organizational, group, and also individual these ones. It is appropriate to work off and activate a *warning signal system of*

sweeps in the level and consequences of motivation of the employees and managers. By active approach and cooperation of information system of the organization and its subsystems (managing, personal, productive, marketing, and financial), the task of this signal system is to permanently judge an achieved level of successfulness of group and individual results, and also general organization results. It would be appropriate if this mechanism implies tolerated aberrations from stated strictly minimal and maximal standards of the chosen individual, divisional, or organizational parameters. In opposite to situations when the signalization system does not inform about any acute need for re-creation of the motivation programs, a permanent evaluation mechanism must provide (in dependence on periodicity of the performance appraisal of employees and managers) comparison of the wanted conditions in a field of motivation with the actual, at minimum twice a year.

7.2.2. D2 Dimension of the Planning Category

In theory of management, the program is generally defined as a sum of objectives, tactics, procedures, rules, assignations of tasks, necessary steps, exploitation of resources, and other elements those are necessary for the realization of defined proceedings of the activities[335] [Koontz, Weihrich, 1993, p. 126]. In this sense, it is possible the motivation program understand in intentions of a planning category defined exactly. Apart from a spectrum of desired events and activities, motivation tools, and implied motivation accent in all processes of the human potential management and development, it should obtain the ***methods and rules established strategically, tactically, and operatively*** which should be respected and kept by the particular participants of the motivational process. This process, let us say, creates a certain knowledge-recommended base for its participants that helps the efficient creation and reinforcement of motivation within the organization.

In this dimension, it is suitable to consider also the system of quantitative and qualitative goals of the motivation program. To the ***qualitative goals*** of motivation program, we can rank, for instance, the rein-

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[335] Koontz, H. – Weihrich, H.: Management. Praha. Victoria Publishing. 1993

forcement of employees' and managers' motivation in a field of their effort to gain an increase in output volume within the team or all organization in a certain time horizon; gain notable living and materialised work saving; create and effectively place a new product on the market, etc. The *qualitative goal* can be, for example, an increase in motivation intensity in a field of effort to establish the consistent application of internal customers approach in a specific time period; an increase in level and quality of the communication skills and effectiveness of communication systems those exist within the organization; development of the emotional intelligence of employees and managers; etc.

The motivation program as the planning category should consequently imply alternative strategies of the efficient, economical, and purposeful realization of motivation program in the organization action. At the same time, these strategies should content *an implementation part of the strategic dimension.* It means these ones should include a time, logic, personal, and balanced emotionally identification of sequence of its impletion, in sufficiently rich and detailed structure. These ones should be done by means of the organization's hierarchy levels and more elementary and detailed plans. From this point of view, the motivation program is a reflection of prevailing palette of the motivational preferences and aims of employees and managers of all management levels within the organization, and the ways of reaching them. At the same time, it is also a specified network of tasks and procedures defined concretely in a field of motivation and motivating of the organization's human potential.

The motivation program, in the sense of planning category defined clearly (in spite of its own extension and structurization), is **the tool of the strategic motivating of all employee of the organization**.

7.2.3. D3 Dimension of the Object

On the base of judgement of organization possibilities and respect for the most striking differences among the participants, it is suitable to design, apart from **the organizational motivation program***,* even the ***individual and group (differentiated) motivation programs*** exist. These ones will probably become very efficient tools that will induce a dy-

namic atmosphere in which the employees and managers will not only must but also want to reach the qualitative results.

The organizational motivation program represents in its content the widest form of the group motivation program. In this case, the relevant environment for building and incitement to high motivation is just the organization. It means that all employees, specialists, and managers of the organization create the individual and group motivation programs existing in its environment. Despite this fact, it retrospectively influences the philosophy and scope of group and individual motivation programs which are its immanent parts. It aspires to direct their dynamics and efficiency in accordance with vision and mission of the organization. And also, it offers them a rich sum of motivating possibilities (ways, arrangements, tools, etc.) those are agreed by all organization executive and could be used as the source and inspirations for group and individual motivation programs.

The group motivation programs in a narrow sense represent the motivation programs of work groups (teams), sections, departments, etc. In a wider sense, it can be considered the motivation program of the whole hierarchical level of organization management, e.g. motivation programs of lower, middle, or the highest management level. All group motivation programs imply and reflect the organization program and individual programs within a concrete organizational unit. However, compared to simple "sum" of the individual motivation programs, this system of motivating is complicated and, at the same time, enriched by necessary implication of the *team needs, aims, values, norms, habits, visions,* etc. From this point of view, the group motivation program can, in positive and negative way, influence individual as well as organization motivation programs.

The individual motivation programs represent the systems of motivating *adapted to the concrete individual* – the manager, the specialist in a certain field, or the employee. On a large scale, each of these individual programs is formed by a personality of the particular individual. Thus, it is formed and adapted to the individual needs, visions, and expectations of the concrete employee or manager, his/her lifelong work and extra-work experiences, feedback from the others, subjective opinion of his/her successes, aborts, and behaviour (in pleasant, common, or confronting situations). It is marked by the achieved qualification, the

endeavour of permanent improvement, and ambitions of the individual as well as the influence of the other individual and group motivation programs.

On the base of previous ideas considering the necessity of group and individual motivation programs, it can be deduced that their object is everyone within the organization, it means, the employees, the specialists, and the managers. The reason is that the organization's success stands on the ground of success viewed subjectively and satisfaction of the widest spectrum of people within the organization.

7.2.4. D4 Dimension of the Subject

Logically, the elaboration and effective realisation of motivation programs represent the process which is very difficult, long-lasting, and also permanently running. The quality of this process depends, on a maximal scale, on the *quality and motivation of peole who prepare and realize the motivation program*. The competency of preparers and performers strictly predestines the efficiency and success of motivational processes which take place in the organization environment. Thereto, it depends just on their responsibility and knowledge, how successfully it is managed to avoid demotivation of the individuals and groups within the organization, and in contrary, properly aim and reinforce the intensity of actual motivation.

The creation of motivation programs and their effective realization should be partook by the managers of all organization levels, the personal specialists, the psychologists (in case the organization dispose with such qualified experts), and the representatives of all categories and professions within the organization, accomplished personally and professionally. Whereas these subjects use the records and instigations obtained from all organization's members (through questionnaires, interviews, motivation profile and preferences analyses, workshops, meetings...), in the dynamic organization, it is possible to consider as the creators of really qualitative motivation programs the *whole organizational team* – all managers, experts, and regular employees of production and service workplaces.

This dimension reveals second paradox of the motivation programs. This one is a ***relational paradox of the subjects and objects*** of motivation programs. It reposes upon the fact, that the subjects and objects of these programs are identical. The subjects create and realize the motivation programs for the others as well as for themselves (for the objects), while just these identical objects partook in formation and realisation of the motivation programs for those who were the subjects at the fist plain. This phenomenon indicates that the process of creation and realisation of organization, group, and individual motivation programs is a dynamic progress of continuous enhancement and development of the sequential motivational processes.

7.2.5. D5 Dimension of the Used Methods

In interconnection with the creation dimension, the role of this dimension is to reconsider the methods which could be used at the preparation, the realization, and the efficiency evaluation of motivation program within the organization. From the number of existing qualitative and intuitive methods that help the management and development of human potential through the prism of motivation, following methods seem to be the most suitable: the analysis, the synthesis, the deduction, the induction, the interview, the questionnaire, the observation, the experiment (pilot activation of the designed motivation program), the organizational documents study, the benchmarking, the workshops, the intuition, etc.

In more concrete orientation to the analysis method, we can recommend ***the analysis of motivational preferences and motivation profiles*** of all employees and managers of the organization, ***the analysis of perceived efficiency*** of particular motivation tools, and ***the cluster analysis***. The cluster analysis enables experts to create certain types of the motivation programs for groups of employees and managers with similar motivation profile or preferences whereabouts the use of suitable algorithms helps the arbitration of real sequence of the motivational criteria[336] [Hitka, 2004, p. 7]. In this way (in comparison with the ap-

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[336] Hitka, M.: Metodika analýzy motivátorov v podnikoch drevospracujúceho priemyslu. Zvolen. Technická univerzita. 2004

proaches mentioned in D1 program creation dimension), it is also possible to use a different approach to increase in efficiency of the running motivation processes.

The foundations of acquisition of adequate information base for all three types of the analysis are information resulting form the evaluation of effectuated questionnaires (aimed at the field of motivation, aspirations, expectations, needs, and satisfaction) and all types of interviews made in the realization of particular processes of the human potential management and development. There can be added all types of interpersonal interviews, for example, the interview of first contact with the applicants, the selective interviews, the orientation interviews with new employees (entry, continuous, and final), the appraisal interviews, the meetings, the free or managed discussion, etc. These interpersonal interviews are very interesting, especially from a viewpoint of their information value. Also information and instigations gained from the *out-going questionnaires, and the entry interviews* made with leaving employees, and information from the entry questionnaires of applicants for a job, can be marked as very useful.

In case we can consider an *intuition and wisdom* as the methods of research, creation, and realization of the motivation program, it can be noted that the efficiency and quality of acquired knowledge spring from the wisdom of concerned participants. It is the competency and professionalism of the managers, personal specialists, even employees who have participated in implantation of the motivation load into the organization environment.

7.2.6. D6 Dimension of the Adaptability to Individual and Group Differences

Connecting to the dimension of object, this dimension is characterized by the necessity to consider the number of odds, specificities, and differences occurring among the members of organizational team which creates and realizes the motivation program. The philosophy of organization, group, and individual motivation programs must issue from the necessity to integrate all possible aspects of the context of actual par-

ticipant's situation which should support or, vice-versa, damp the efficiency of motivational effect within the organization.

The fact is very important that ***the efficiency of motivational behavior is different according to personal type, age, achieved education, sex, number of years worked in the organization, working post***, etc. (differences were searched by the questionnaire researches realized at productive and non-productive organizations in 2006 and 2009 – more information is presented in chapter about motivation theories and chapter about dynamical and motivational model of extending of participants spectrum in the human potential management). It means that some motivation tools are more effective in case of closer personality types, and others in case of more open personalities, some in case of more dynamic personality types, and others in case of slower ones, etc. Some motivation tools and approaches are more efficient in case of young people, some of them in case of middle age generation, and others in case of people of the older age. The different tools are more efficient for the employees with lower education level and the different tools are more efficient for the employees with higher education. Some tools are considered to be more effective by women, others by man. The different tools are more efficient for the employees who work in their organization for a short time, others for long-time employees. The different motivation tools are seen as efficient by the manual workers, the different these ones are perceived by the brainwork employees, and the others by the managers. Moreover, after regarding these basic views, it is necessary to consider the reality that the motives of people (their real needs, interests, expectations, ambitions, and ideals) change in the running of time. Like people physiologically, psychologically, and emotionally evolve, as well as the motives of their action change. That is the reason why only the ***individual motivational approach to employees and managers*** can be considered as really effective approach.

7.2.7. D7 Dimension of the Evaluation and Requirements

The application of effective motivational approach from a side of the managers, which is reflected in positive changes of the total level of employees' and subordinate managers' work performance, should be **systematically demanded and monitored**.

The monitoring or the evaluation of motivation approach efficiency can be realized through the supplement of set of usual criteria of individual, group, and organizational parameters by the criteria reflecting the quality and contribution of motivational effort. These criteria can evaluate the influence of motivational behavior upon the results level of the particular subordinate colleagues, as well as the subordinate teams, and all organization.

But, it is necessary to present that the monitoring of effectiveness and success of motivation program is not always easy, because the participants of this effort „do not often dispose" by the needed documents which are supportive for this searching and assessment. Thereto, some aspects of the successfulness of motivational action can be monitored with the help of quantitative criteria, some of them only by the time-comparison of trends existing so far, some aspects can be judged only intuitively, with the help of expert estimation, opinions, and satisfaction of the managers, the human potential experts, and the employees of organization.

At the monitoring of **financed pretentiousness** and efficiency of *systematical motivating employees and managers,* it is possible to meet with many problems. It is very difficult to appraise the cost of this effort. We can appraise more easily the sum of provided rewards, additional charges, or provided social advantages to which can be added for example: the abatements for employees at the purchase of products of their organization, the payment of educational programs and trainings, the financial share of employees in organizational results, the employees' benefits, etc. Bigger complications can be met in case of appraising the cost put into managers' personal effort connected with managers' permanent communication (verbal and non-verbal) with the employees, endless leading them, building conditions for their creative work and invention, supporting their new approaches, creative thinking, and demanded behavior.

On the base the information flowing from an accounting, the **costs** can be monitored by a department of the human potential management and development. These ones consider, for example, the costs of *financial motivating of the employees,* including the costs of *financial motivating of the managers,* because it is convenient and necessary to motivate also the managers to the managing their subordinates (rewards, ad-

ditional charges, shares, educational activities). There can be added also *other costs of the motivating of managers,* for example, the costs of purchase of high-quality computer hardware and software to making easier the activities connected with the human potential management and development, etc. It is possible to include to the costs of a motivating also the ***internal costs****,* it means the time and effort of human potential experts oriented to the actualization of motivation program of the organization, the creation of individualized motivation programs, the consultations with managers about an increasing in effectiveness of the processes of human potential management, the solving of incidental conflicts. It is necessary to intent with a time and an effort of the managers devoted to the leadership of subordinate coworkers, the communication with them, the identification of convenient motivational events, arrangements, activities, and tools, the realization of appraisal interviews, etc.[337] [Blašková, 2002, p. 27].

The yields (profit) of a motivating would be monitored by the managers and human potential experts whose can express ***quantitative or qualitative turns*** of the motivating in particular areas. They are able to adjudge the measure or degree of profit in searched areas. It is realizable non-directly again, with the help of comparison of the results of appraisal of employees' total work performance with the results in previous time-periods, by comparison of the differences of capacity and really realized work, by comparison of the results of employees inside the group, etc.

Efficiency of the motivating can be also monitored by the increased quality of the work, the decrease in number of defective products, the keeping of time of tasks, the higher satisfaction of the customers, the satisfaction of interlocked working places taking over the work from considered group, the higher innovativeness and creativity, the improved communication between the manager and employees, and among them mutually, the number of reserves and failures disclosed voluntarily.

We can also use the auxiliary pointers in this area: the ***savings of work within the organization****,* the increased satisfaction of employees, the higher willingness of employees to participate in new activities and

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[337] Blašková, M.: Efektivnost práce s lidským potenciálem. In: Moderní řízení č. 3/2002. Praha

changes, the decreased fluctuation, the increase in number of the worked years by stabilized employees, etc. It is possible, by written or electronic way, to ascertain the opinions and satisfaction of employees, find out also the change of number of internal and external complaints of the customers, monitor the increasing of knowledge level.

The contribution of motivating can be ascertained also from the organization *information system,* for example: the tendency of various organizational results, the image of organization, the successful addressing new customers, the satisfaction of suppliers or employees of the government (regional administration) on communication with the organization's employees, etc.

Generally, it can be presented, that likewise the previous dimensions, in this one also it is useful to apply the internal and also the external approach, i.e. create internal and external evaluation criteria. In a group of the ***internal criteria,*** we can consider, for example, the *monitoring* of changes in labour productivity, changes in perceived image of any work group, changes in satisfaction inside the group, changes in the level of responsibility. In the group of ***external criteria,*** we can mark as very helpful for example: the profit sum, the number of addressed and retained customers, the market share, the satisfaction of organization partners, and others.

The changes in these indicators hint the quality and convenience not only of the complex system of human potential management and development, but also of the form, the content, and the alignment of motivation program. This thesis can be discussable, especially in case that the organization has implemented remarkable and dramatic changes or investments into the new technologies. However, considering the real correlation between the motivation and motivating, it can be certainly presented that the investment into new approaches, and equipment, or changes of management system and structure of the organization, can be considered as the investment into the motivation reinforcement, namely motivation of the individuals, the teams, or the whole organization, or its customers as well as its partners.

In a frame of the dimension of monitoring and assessment of the efficiency of motivation programs, it seems to be very suitable to **obtain the feedback** of any important motivational activity or also event. In this way, the organization can retrieve information about a perception of

the concrete activity from a viewpoint of its participants, creators, and performers, and also it can ascertain the resistance, the decrease, or the growth of motivation caused by this activity.

Because the high motivation of individuals and teams is conditioning factor of the organization success, and at the same time, because we may admit that the motivating oneself and the motivating others is really demanding, it is necessary to **require** from active participants of the motivational process to be willing to realize this effort. Therefore, it is necessary to motivate managers and employees to the motivating their subordinate and superior colleagues, colleagues equal organizationally, and also themselves systematically and efficiently, to thorough application of the motivational approaches towards the others and themselves. This idea emphasises the extreme importance of high-quality motivation programs not only for the employees, and the organization experts, but also the managers.

The organization, as a living mechanism, *should motivate its members* by its own approaches, processes, and arrangements **to the following metes:**

- The motivating the others and themselves.
- The development of professional competences, specialized knowledge, and skills in a specific professional field.
- The increase in level of the disposed personal competences (honesty, sedulity, responsibility, reliability, creativity, flexibility, intuition, tact, charisma…).
- The increase in level of the actual managerial competences (interpersonal and communicative skills, strategic thinking, ability to cope with stress and conflict situation…).
- The deepening ability to be an effective co-worker and colleague of the other employees and managers.
- The intensification of a positive alignment towards tasks and aims set by the managers with a higher organizational status.
- The increase in level of the skill to participate in defined changes and find new changes voluntarily, etc.

The concrete motivational metes should be defined with regard to the situational possibilities and organization restrictions. However, they should be attractive and accelerating for their addressee.

7.2.8. D8 Dimension of Included Motivators

It is necessary to devote really high attention to the choice of effective motivational events and tools, their right time-exploitation, and their right using within the organization, because just these motivational elements (together with the conditions arranged conveniently and the motivational accent of running processes of the human potential management) act at the greatest degree upon the level of intensity of individual and group motivations, and in this mediation way, also upon the total organizational function.

The **motivational events** represent various activities trying to strengthen the motivation of members of the organizational team which are purposefully prepared and realized by the organization executive or the particular managers towards their colleagues and subordinate co-workers. It is possible to include into this motivational spectrum, for example, the ***organizing of communicational meetings*** of the organization executive with all employees. The intent of these meetings consists in truthful and accelerative transaction of the weighty information, goals, expectations, and knowledge dealing with actual action, and also strategic orientation, and performance of the organization.

The motivational events can involve the ***informal events*** of managers, employees, and of their family dependents which are regularly realized and characteristic by a free "family" atmosphere rather than the effort to solve problems connected just with work. We can add to the efficient motivational events also the ***"nostalgic-experience" meetings*** with ex-employees and managers (pensioned in this time), the ***entertainment-cultural programs*** organized in the occasion of international day of children and international day of mothers, the various ***sport events and games*** oriented only to the internal "sport competition" of the organization's employees, or oriented to the sports meetings between the employees of this organization and the employees of partner, or friend organizations, etc.

A palette of **motivation tools**, which can create the content of motivation program, and which can be used by the managers, is also very varied. Equally as in case of the motivational events, the matter of fact of utilization of the motivation tools is to call up the feeling of voluntary and full performance in achieving organizational and individual goals in

minds of the motivated individuals and groups those are mutually harmonized and together support their real fulfilment.

It is possible to include to a spectrum of the most important motivation tools for example: the praise; the definition of goals which are real and achievable; the convenient setting work tasks; the using of participation of the employees; the providing adequate competency, the responsibility, the feedback, the efficient technique and equipment to job; the positive features of personality of the superior (leader); the adequate style of leadership; the keeping correctness from the side of superior and organization; the engagement of employees to solving important work problems; the providing relevant information; etc. More information about basic characteristics of these motivation tools will be present in the next chapter.

Concluding this chapter, it is necessary to mention that the elaboration, and effective realization of **motivation programs, and the consideration with their dimensions** certainly means (from the matter-of-fact viewpoint and from the intellect viewpoint) extraordinary exacting, long-terming, and at the same time, permanently running process. The quality of this process depends at great degree on the quality and motivation of creators and users of any motivation programs. Their competency and motivation predestinate the effectiveness and success of motivation processes realized within the organization. The success of convenient orientation and strengthening of intensity of employees' and managers' actual motivation, or, vice-versa, the non-success (failure) of fight against the demotivation of the individuals and groups within the organization, depend just on the responsibility and knowledge of these subjects.

8.
CLASSIFICATION OF
MOTIVATORS

A knowing and an understanding instigations, recommendations, and warnings presented in previous chapters can be contributive and inspiring, namely in the effort to improve a quality of motivation program that will help to strengthen a level of felt motivation within the organization. Elaborating motivation program in present uncertain social-economic environment, it is important to consider that a ***financial reward is not probably an only, lasting, and effective motivation tool*** that is *equally efficient towards all employees, specialists, and managers*. The understanding reward or wage as only one of many motivation tools means significant change in the motivation theme. There is a basic knowledge in this area that a lot of factors play an important role in increasing the performance, and that many of these factors are dependent mutually [338] [Armstrong, 2002, p. 169].

In addition, two points of view are important in assessment of wage efficiency – ***an extent of reward and a pay system***. After achievement a certain level of needs satisfaction, the extent of reward lose its own motivation charge and just the *pay system* will become an actual. Probably, it is connected with a fact that the differences in extent of paid wages, caused by applied pay system, become a measure and a criterion of social appraisal of the employee (especially in comparison with his/her colleagues), and this consideration is projected into a subjective evaluation of a justice or an injustice of pay system. According to T. Kollárik, the employees are in this area dissatisfied, and what is interesting, the employees underrated financially and overrated financially express equally a higher dissatisfaction from their work than the employees paid justly[339] [1983, p. 124].

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[338] Armstrong, M.: Řízení lidských zdrojů. Praha. Grada. 2002
[339] Kollárik T.: Človek v sociálnom systéme práce. Bratislava. Práca. 1983

A contemporary classification of motivators should necessarily reflect a dynamical understanding of the most valuable asset of every organization – people and their potential, namely in three time dimensions (past, present, and future). In spite of considerable effort to simplify many organizational processes, the motivating i.e. utilization of defined motivation tools and events, should be always connected with a tendency to carefully select and use such motivating approaches and tools those will consider the qualification-personality differences, and the individuality, and socialization aspect of each individual. Additionally, desirable choice of the concrete motivating instigations should be submitted to an influence of situational forces, and conditions, successfulness of previous motivational behaviors, time, financial, and material conditions of the organization, skills and competences of the manager and co-workers to effectually fulfil motivating promises and decisions, etc.

Considering previous ideas, it is possible to introduce a **new classification of motivational events and tools** in following form, respective, the events and tools used in motivating of the human potential can be following:

- Process motivators.
- Personality motivators.
- Symbol motivators.
- Intellect motivators.
- Communication-social motivators.
- Cognitive-dynamical motivators.

8.1.
Process Motivators

A base of the process motivation tools consists in systemic and systematic ***using of the motivational accent in all key processes of management and development of human potential*** (strategic management and development, human potential planning, projecting new work places, acquisition, selection, orientation, total performance appraisal,

creative leadership, educating and development of employees and managers). It means it is needed in every of interpersonal processes to achieve not only a primary intention of process of human potential management but also the improving motivation of employees and managers. In this philosophy, **all process of the human potential management and development**, with its own motivating characteristics, methods, elements, etc., becomes the motivation tool.

For example, in the ***process of performance appraisal***, objective information retrieval about effort level of every employee and manager is the primary intention of this process. However, *the motivation improving* is equaly important – to obtain sufficient information for improving the motivational program in the way that quality and motivation in the organization would be higher in the future, it can be said, even, more important in some organizations. Thereto the process of total performance appraisal must be supported in its finish by an intentional system of correctional arrangements. The acceptation of these corrections will help to achieve basic goals of appraisal: to strengthen the level of felt motivation, improve realized processes and activities, develop professionalism and personality competences of the employee and managers. In this way, the employees know an opinion of their superior on quality of their work behavior, they obtain an inevitable feedback of their effort and possibilities to future development are also open to them. The intention of appraisal process is not only to judge the performance but to improve the motivation, too. Because this appraisal-motivational effort is very hard, it is necessary to *motivate the evaluators* to be willing in realizing all this process effectively (including the appraisal interviews).

More than that, the information about particular aspects of employee's work (which at the same time reflects the quality of interpersonal activities of the manager) is rendering to the evaluators (managers) an excellent chance to improve the quality of their managerial and motivational behavior toward the employees just by this non-direct feedback. The willingness, of managers effectively participate in the next processes of evaluation, is strengthening, by this way.

In another of interpersonal processes – for example in the ***process of recruitment and selection of new employees*** – the exploitation of motivational accent means a thorough fulfilling of correct and instigating approaches between both participating sides (organization and ap-

plicants). On the basis of information provided by organization, the applicants can decide whether they want to connect their working future with this organization – they can consider whether they feel *motivation strong sufficiently for continuing them in the acquisition process*. Because of this, they try to evoke as more positive as possible impression of them and *increase the motivation of managers and human potential experts* of the organization so that these experts will consider just them as the best applicants. At the same time, the human potential experts and engaged managers should try to obtain needed information from the applicants by adequate motivational way. They should approach towards the applicants willingly and decently in every situation. The motivational accent should be interdigitated with all phases of the acquisition process, including a preliminary phase. It is evident, the supplement of content of offered job opportunity, the choice of documents required from applicants, the addressing job offer to job market, the appraisement of dispositions and assumptions through personality tests, etc., should be realized in such way that these characteristics will enable to *instigate motivation of convenient applicants* to employ them in this organization, in as great as possible measure.

In other interpersonal process – ***orientation of new employee*** – it is also possible to identify and use strong motivational accent. It means that the keeping up or increasing of new staff's and managers' motivation is unthinkable and just cardinal intent of the orientation process often. An exploitation of the motivational accent deals with an effort to make a course of the orientation process more transparent, eliminate from it ineligible elements, adapt philosophy of the orientation to concrete recruit in the knot on his/her meantime motivation, experiences, and skills. It means it is possible and also needed to generate such effort so that all elements, which increase frustration and stress, and implicitly decrease enthusiasm and willingness of the new staff and managers to put into their job a maximum of their technicality-personable potential, will be removed.

In the effort to **strengthen the recruits' motivation, the organization** must include utilization of the obligingness, the understanding, and the tolerance of managers, personal specialists, and colleagues into the philosophy of orientation process. From first contacts of the organization with the new employees, it is suitable to obtain information about their expectations, ***identify their motivational preferences****,* and contrib-

ute to fulfilment of these ones. In this way, the motivation of new employees in areas of their posture towards the organization, the work, and the orientation process can be improved – it can support an effective course of the orientation and help the new employees in early making a demanded performance.

Thinking of the intentions of motivational accent in orientation, it is possible to consider also the **motivational effort of new staff and managers**. They are anxious to increase the motivation of managers and colleagues to the willingness to integrate them into a stabilized team of organization's employees and managers. By their own performance and results, they motivate the colleagues in order they can stay work in the organization after an examinational time and also after a finish of the orientation process.

Through analogous manner, we can implant the motivation accent into all other processes of management and development of the human potential. It means that each of interpersonal processes should reflect and content (apart from its primary purpose) also an effort to strengthen the work motivation.

8.2.
Personality Motivators

The personality motivation tools do not usually represent too many finance consuming ways of influence on the motivation for the organization. But at the same time, these tools are often the most pretentious from the point of view of practical implementation, for many assertors. From this reason these motivators become little applicable sometimes. Especially, it is important a group of the ***motivating personality features, competences, characteristics, and personality traits***, which initiate the participants of motivational relation, the most often it means, the superior, colleagues, subordinate coworkers, colleagues from other organizational departments, members of close or open direction of the organization, etc. For example: the expression of positive features of superiors, the using of convenient and sufficiently creative style of leadership, the correctitude applied from the side of managers and from the

side of organization, the addressing and using of the need for altruism, etc.

The personality of superior manager in the meaning of motivation tool, i.e., his/her obligingness, honourableness, expression of trust and respect, openness to the others, friendly approach, charisma, empathy, keeping principles, seriousness, correctitude, respect to individual differences, expression of interest in opinions and inspirations from the side of employees and colleagues, understanding in temporarily lower employee's performance caused by various personal problems, etc., represent strong motivation tools. In case of the employee with usually high performance, this one will be appreciative of offered help or temporary lower requirements acquired from the side of manager and after solving his/her problems he/she will work hardly and his/her outcomes will be higher than standard level – this above the average performance will surely turn offered help.

We can apply also following efficient personality motivation tools: the conscientiousness of manager, his/her hardworking, strong will, emotional, and social intelligence, tact, responsibility, etc. These features and characteristics are perceived by the employees and coworkers extraordinarily sensitively always.

The style of leadership is closely connected with the personality of superior and subordinate. Some of employees (especially creative and intellectually working employees those need a feeling of freedom and independency in work) demand a *participative style of leadership* the most often. The employees on lower level of the organization, exerting quantitative outcomes (manually working employees who fulfil the norms of output), demand rather *more autocratic forms of leading* which do not force them to take a responsibility on themselves and, simultaneously, do not force them to co-decide. They rather obey the decisions of the others than they would burden themselves with an additional work. On the other hand, sometimes a demotivation can arise in such cases when the superior is not able or is not willing to use the style of leadership what is needed and demanded by the subordinate colleagues, because in both mentioned groups of employees can occur the exceptions from shaped qualification-personality types. Then, professional interventions of the human potential specialists or trainings of interpersonal skills for manager can become a great help.

The correctitude of dealing with people from the side of superior and organization (feeling of certainty, security, and clearness of the future) removes inside the employees a fear of unserious approach, and inadequate abusing the employees' abilities, and personal contacts.

The using of ***altruism*** is a specific motivator in this area. From this point of view, the management of organization can *be aimed to satisfaction in natural need of the individuals – to help the others*. V. Malátek presents that the attention in last period turns to psychology of a human behavior. A starting point is sought in utilization of such basic dispositions of the individual which can be marked as[340] [2006, p. 163]:

- A motive of behavior.
- A motive of performance.
- A motive of aggression.
- A motive of power.
- A motive of affiliation.
- A motive of help.

Just the motive of help represents the last characteristics from mentioned basic dispositions of the individual whereupon this motive can be understood as a motive of voluntary and unselfish help the others, i.e., the *motive of altruism*. If we can accept the reality that the altruism ranks into stabile and, simultaneously, partly flexible framework of the personality of individuals and groups, it will become a valuable component of the motivation processes and motivation programs and will become one of key elements those will enrich so far existing contents of the motivational behaviors.

Altruism means a disinterested and selfless concern for the well-being of others[341] [Soanes, Stevenson, 2003, p. 47]. Czech authors define the altruism as an ethical principle consisting in resoluteness to subordinate own interests to welfare of the others[342] [Paulička, 2002, p.

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[340] Malátek, V.: Motivace zaměstnanců. In: Vetráková, M. a kol.: Ľudské zdroje v organizácii. Banská Bystrica. Univerzita Mateja Bela v Banskej Bystrici. 2006

[341] Soanes, C. – Stevenson, A.: Oxford Dictionary of English. London. Oxford University Press. 2003

[342] Paulička, I. a kol.: Všeobecný encyklopedický slovník, časť A – E. Praha. Ottovo nakladatelství. 2002

110]. In this way, a need for altruism may be understood as the need which is characteristic for a plenty of the individuals.

From a viewpoint of more thorough attention devoted to the altruism, G. C. Homans (1961) and other social psychologists assume that pro-social activities represent a manner of realization of one's goals, i.e., an allocentrism is a special case of an egocentrism[343] [In: Nakonečný, 1995, p. 263]. It means that the itch to fulfill individuals' psychological needs leads them just through and by means of unselfish help the others. These ideas confirm that it is natural for many people to help the individuals those act in immediate and remote environment of this altruistic individual or group and towards those these altruists feel a certain sympathy or even empathy. The altruists consider with parameters of the situation in which these individuals occur and they feel a strong need to help these ones to master unwanted or unwished reality/problems which have met them.

From this point of view, it is possible **to use altruism as the personality motivation tool** in two following plains:

1. To intervene in motivational processes in such way that the influencing subjects will orientate themselves to an ***addressing/emphasizing of natural need of the individuals to help others***. It means (apart from other needs) such altruistic needs can be accepted and called up, in the framework of which the individuals will can to perceive their behavior as really contributive, namely contributive not only to them but also to their colleagues. In other words, it can be inflamed such behavior in which the individuals will by their work effort contribute to easier solving of tasks and overcoming of work and (some) personal problems of other colleagues. It is evident, the achievement of need for altruism will in this way help to achieve a higher satisfaction of altruist and his/her work environment. It is important to obey the work and personal ethics, the expected form of trust, the content of agreed psychological contract, and do not use the manipulation of both participants of motivation processes, i.e., motivating altruists and motivated colleagues. It is necessary to evaluate and positively appreciate the individuals

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[343] In: Nakonečný, M.: Psychologie osobnosti. Praha. Academia. 1995

who have helped to higher quality of the teams' and organization's performance through successful realization of their own need for altruism.

2. According to ideas presented in previous text (in chapter about motivational processes), a lot of intra-motivational processes simultaneously run inside each individual, whereupon even each of these processes usually realizes different phase of its course. These processes can lose their intensity, or on the contrary, can obtain a stronger pressure and urgency in dependence on suitableness and efficiency of motivating subjects' interventions (superior and subordinate employees, colleagues, family dependents, friends, accident met people, etc.), situational factors, previous experiences, future purposes, and expectations of the individual and motivating surrounds. In this intention, it is very difficult and surely exacting for each motivating subject to permanently intervene in this complicated system of motivation processes. Because of this, it is necessary to thoroughly strengthen the motivation of motivating subjects towards continuous and efficient intervening within the motivation processes. In these intentions, the maintenance of willingness to apply an instigating behavior just through the ***utilization need for altruism of motivating subjects*** can be understood as a convenient way in this area. It means, in this sense, the success and implementation of all efforts to intervene in the motivation processes can be and also it is really based on the fulfilment of motivating subjects' need to help their surrounds. This motivational-altruistic effort can provide for many altruists a significant satisfaction from their managerial behavior. But, the using of these efforts should not mean an insensitive abusing their altruistic need, just contrarily, the content of these efforts must consist in necessity to purposefully and systematically recognize a motivating subjects' willingness to realize this need.

In spite of the fact that for many altruists their effort to realize altruistic ambitions represents at a certain measure the effort for realization of their own (focused on them) motives, behavior motivated in this way can be considered as fully acceptable, even needed for continuous strengthening of the work motivation. It concerns the motivation of both, the concrete individual and as well as his/her work surrounds.

8.3.
Symbol Motivators

This group of motivation tools is based on the implanting and allotting of the certain **symbolizing values** which reflect a measure of appreciation and contribution of existing work effort of the individuals and work teams, or groups. But, apart from an expression of recognition and respect toward the concrete employees, these tools content some expectation in the field of desirable/demanded level or quality of future work behavior of the motivated employees and managers, at the same time. It is possible to include to this group of motivation tools for example: possibilities of carrier development, awarding of important status and position in the organization, strengthening of prestige of the individuals, rendering of high responsibility, awarding of more extensive authority, calling into various expert teams helping to solve extensive organizational changes, or to solve known well the significant organizational problems and difficulties, appointment as members of alleviating teams to help solving the significant conflicts, or useless misunderstandings, and tensions within the organization, financial award, or employee advantages, or bonuses, etc.

It is possible to set to the symbol tools also the expression of loyalty of superiors toward their subordinate coworkers (not only backward and simultaneous demanded one-sided as it is in many organizations), rendering of efficient and modern technique, using and developing reputation of the organization, its positive image in laic public and in professional public, too.

Authority and responsibility in the role of motivators influence employees very motivationally. So that the employees can use entrusted authority and responsibility, the manager will must *delegate them* certain tasks which the employees will be able to master. The delegating means to render employees such competences and responsibilities which enable them to decide on the basis of their own consideration. The process of delegation involves three activities connected mutually:

a) *The delegation of duties (tasks)* in the meaning of setting extraordinary working tasks and duties to the subordinate employees, through an effective communication, i.e., through an expla-

nation of content, extent, and form of the task those has to be fulfilled by employee.

b) *The delegation of authority (competence)* in the meaning of rendered "space" and creation of conditions for tasks achievement. It firstly means to give employee a possibility of choice of concrete way on how a task should be fulfilled. But, there exist a predetermination in this field so that the employee will obtain entire and actual information needed for fulfilling this task.

c) *The delegation of responsibility* in the meaning of utilization of consciousness of control and feedback whether the task has fulfilled effectively and in time, it means the transfer of the feeling of "psychological responsibility" for task achievement on this employee.

A determination of the delegation process functioning consists in an effective communication, trust and continuous relationship between the superior and the subordinate employee. Each of components of delegation (task, authority, and responsibility) creates one top of this triangle (Figure 29). If all these components are not involved correctly into the manager's work behavior, it means, if he does not delegate in complexity and thoroughly, then the problems will arise, and the construction of triangle will be destroyed.
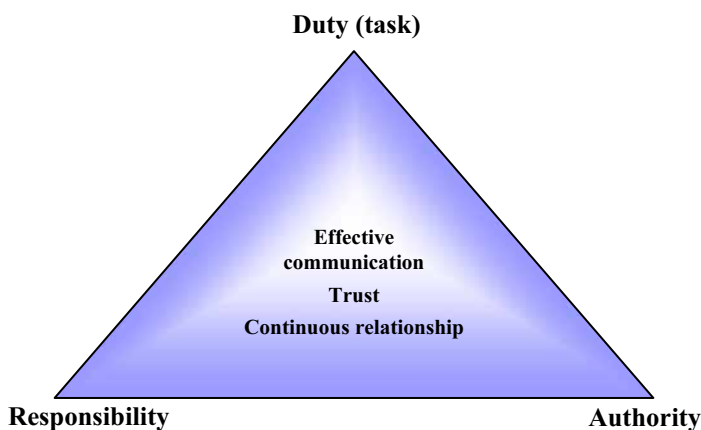
Figure 29: **Triangle of delegating**[344] [Institut řízení, 1991, p. 29]

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[344] Institut řízení, ČSTK: Dilema delegování. Moderní řízení č. 10/1991

It is suitable to note that, in case of failure of the delegated employee, this failure can be caused by defective conclusion of the manager in choice of task or choice of employee whom the manager has entrusted this task.

The participation of employee is a strong motivation tool. When employees fulfil tasks and goals which they have helped to formulate, they could feel themselves as needed and satisfied internally. They feel themselves engaged into the centre of action in their group or department. Also, they feel themselves indirectly engaged into the action of all organizational unit and organization.

The co-participation in solving important problems of workplace or all organization (for example: participation in various teams, circles of quality, operational fast-deployment units, etc.) causes a consciousness inside the employees that the organization respects their opinions and technical skills.

The carrier and possibility of work promotion means an efficient motivator for some employees again, because the possibility of carrier realization often moves behavior and enthusiasm of employees and managers in the direction of permanently dynamical action. On the base of mentioned reason, each employee should know what possibilities of his/her work promotion exist in the organizational hierarchy. It is needed to note that some employees can be satisfied of the position and status which they have achieved, and they could reject a promotion in carrier or social ladder. They apprehend higher responsibility, bigger extent, and exactingness of required work, maintenance of open work contacts, etc. In this situation, the sensitiveness and the manager's correct estimation are very important. The employee cannot be forced into something what he/she disagrees inside his/her being because this decision would be reflected in his/her working stress, or frustration, and even in aversion to the work and all organization.

The support of employee's technical authority, reputation, and prestige, especially in case of high-qualified employees and specialists of the organization with great professional courage, can be extraordinarily strong incentive for much more high quality, originality, or flexibility of the work results of these people.

The modern equipment and technique (i.e., efficient computer, scanner, approach to internet, approach to specialized literature, ma-

chines, and equipments saving hard, or dangerous work of the employees, etc.) build such feeling inside the employees they are proud of effectiveness and progress of their organization and running processes.

The image of organization, i.e., an impression and reputation of the organization in its surrounds, significantly influences present and future performance and efficiency of the employees. A lot of employees and managers are motivated just by knowledge they work in successful, well-known, and serious organization.

The financial rewards (rewards, bonuses, shares in profit, etc.) are usually considered as suitable motivation tool from two viewpoints: from the viewpoint of managers (i.e., subjects of motivational process) and from the viewpoint of employee (i.e., object of motivational process). But, in motivating individuals and collectives through this possibility, it is needed to search a real direction and time framework in which the financial reward are efficient in the role of motivation tool. Analogously, as many other motivators, money does not motivate permanently and an effect of them is almost short-term. Figure 30 illustrates the influence of using additional reward in situation the reward payment is realized within the organization only once a year.

From figure flows the people have their own individual level of performance to which they approach. Any growth of the work performance, showed after payment of reward, is reflected in increase in performance whereupon the total effect stays on the performance level in framework of this work, with respect for acquired qualification of the employees.
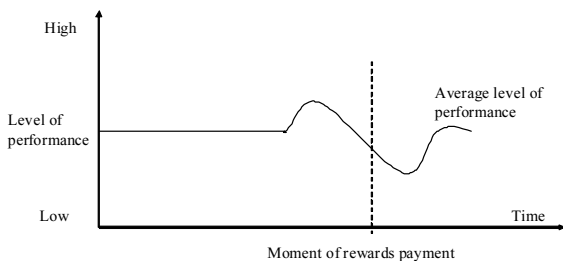
Figure 30: **Influence of one-off bonus upon performance**[345]
[Tyson, Jackson, 1997, p. 29]

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[345] Tyson, S. – Jackson, T.: Organizační chování. Praha. Grada. 1997

Many organizations realize this knowledge, and a plenty of them have decided to pay financial reward and bonuses more often, i.e., several times in the course of considered period (Figure 31). In spite of more often swings in the performance of employees and managers, which are caused by more often payment of rewards, an *average level of performance is higher* in comparison to rewards paid only once a considered period (year).
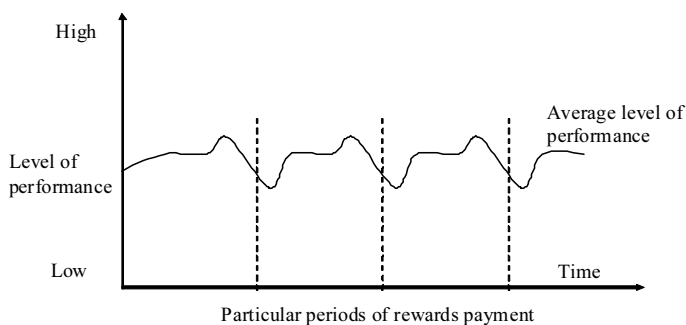
Figure 31: **Influence of more often rewards upon performance**[346]
[Tyson, Jackson, 1997, p. 30]

The system of financial rewards and bonuses should be orientated as ***individually and objectively*** as possible in every organization. The more this system respects an individuality of employees' and managers' performance, the more this system is efficiently.

8.4.
Intellect Motivators

The sense of intellect motivation tools consists in a addressing, instigating, and helping achieve a ***need for intellect self-realization*** of the employees and managers. The mentioned necessity and pertinacity of

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[346] Tyson, S. – Jackson, T.: Organizační chování. Praha. Grada. 1997

realization of own intellect potency, that is persistently felt by many of the employees and experts, usually depend on the achieved qualification and intellect level of the individual, on his/her level of mastered and successfully solved untraditional problems so far, on the quality of found absolutely new solutions.

The definition of this group of motivation tools is based on a premise that many employees, experts, and managers expect not only satisfaction in the area of social contacts, material conditions, pleasant, and funny running of time in the organization, but they expect realization of their own brain abilities and competences, talent, including also latent invent skills. In this field, the organization can utilize professional knowledge and skills of the individuals, abilities of strategic thinking, analytic thinking, organizational abilities, leader's abilities, etc.

We can add to the potentially the most effectual intellect motivators, for example: defining, and communicating of challenges to desirable organizational development, participation of employees in decision making about the future orientation of the organizational formation, identification, preparation, and realization of necessary organizational changes, employee dragging to the creation of longtime, medium-time, and short-time goals, providing information needed to the permanent improving the performance quality, building of environment and conditions for high measure instigating of innovativeness and invention, etc.

The realness/achievability of goals represents motivation tool in using of which the manager must be very cautious because an exactness of goals acts upon each individual in different way. Some employees may be motivated by difficult tasks to an exertion of high performance thereto they consider these tasks as certain internal challenges. On the contrary, in case of other employees, the difficult goal can contribute to their stress, disappointment, and frustration because they fear they will not master these goals.

The content of work is an important tool: if the work is attractive to the employees, it will be perceived by them as strongly motivational. It is very suitable to limit a stereotype and monotone work through the job enrichment (making jobs meaningful, interesting, and challenging), the job enlargement (adding more tasks to the job for variety), or the job rotation (having employees doing different jobs to add variety), the adding more attractiveness into unfavourable job operations and activities, etc.

The sufficiency of relevant information rendered to the subordinate co-workers also influences their performance in positive way. Insufficiency of information influences negatively upon the employees' performance, because they have not a sufficient sum and quality of bases for their work. But, information concerns also with need for certainty. Employees should posses a picture of purposes, objectives, and strategies, and importance of their position in the organization hierarchy.

8.5.
Communication-Social Motivators

The using of *all forms of relationships realized motivationally and interpersonal communication* realized in environment of the organization ranks among communication-social tools those are able to fulfill a social parameter of every organization. Analogically, as presented in the part about process motivation tools, also all types of the interviews, one-side and two-side communication, which exist in the environment of the organization, and work teams, or groups, should be intentionally realized by motivation. It applies to work meetings, communication meetings of the organizational executive with the employees organized intentionally, non-formal discussions, coincidental work meetings, etc.

A newspaper/journal of the organization issued in an attractive form and design, the form and content of the organizational intranet, the system of organizational coffee-bars, or the rooms for managed relax and regeneration of force, can be also proved positively. These coffee-bars or relax rooms often serve as an extraordinarily fast source of new information, either in the frame of direct organizational relations, or in the frame of relations those are realized crossly of the organizational structure. They usually serve as the source of new inspirations and ideas, or objective evaluative opinions. These together can remarkably increase the level of actual working mood and work performance especially, and it can remove an eventual perception of neglecting or non-respecting the concrete employee, or manager from the side of other colleagues.

The interpersonal interviews are the excellent motivators, too, it means, the interviews, those are components of the processes of human

potential management and development. It concerns especially an achievement of motivational character of the selective, orientation (entry, course, consecutive), appraisal and discharge interviews. Certainly, in every of these interviews, it exists an important opportunity for expressing of verbal valuing – praise, and for using of nonverbal communicational tools, for example, the smile, the agreement, the emotional compassion reaction, and offering of help in the case of need arising, the tending of the body to the partner in communication, etc. Perfect realization of these interviews is not too expensive, again. But, it is difficult from the point of view of the competency of relevant communicators (superiors), from the point of view of the effort to realize their interviews and relationships rightly in viewpoint of their matter-of-fact and contained procedures, but encouragingly, at the same time, from the point of view of overcoming of so far existing fictive communicative taboo, psychological barriers and limits, and inferiority complexes or complex of insufficient work performance.

It is possible also to add to the efficient motivators, for example, the positive feedback, social politics of organization, relationships in the group/team, and using of communicational skills (assertiveness, empathy, active listening and persuasion).

The praise, or recognition of positive moments in employee's performance from the side of manager, increases always an appetite and zest for work, a feeling of satisfaction from exerted effort, and in this way, also increases a total mood for voluntary harmonization of individual goals of the employees and managers with the goals and objectives of the organization.

The feedback towards the employees is extraordinarily important for an action of the managers. Each manager has to devote sufficient attention and space to his/her colleagues (subordinates) and provide them the response of their work behavior. At the same time, in this way he/she can obtain information which he/she can use in improving his/her own managerial work, and action, and behavior towards the subordinate, superior, and organizationally equal colleagues.

The social policy and additional advantages influence the employees' motivation rather indirectly, but, these ones are significantly efficient often. These ones influence a satisfaction on the workplace, reduce a fluctuation and help to support an identification of the employees with

the organization. The level of provided additional advantages depends in full degree on character of the organization, its financial situation, but also ability of the managers to correctly disclose, what realities are important for each employee, and what incentives they can address him/her with intention to motivate him/her to the higher outcomes. The additional advantages as motivation tools include, for example: flexible work hours, making longer vacation, possibility to increase the qualification (courses, trainings, foreign fellowships, business trip, etc.), services refunded by the organization (recreations, sport, and cultural events, share in organizational outcomes), possibility to use business car for private purposes, etc.

The relationships at workplace (in group or team) influence an effectiveness of performance of work group in positive or also negative sense. It is a great difference to work in atmosphere of collegiality, creative conditions, close cooperation, and willingness, or in atmosphere of conflicts and tensions among the colleagues. Thereto, it is necessary to intentionally build the unity of group, especially through development of the informal relationships within the group which then will reflect a friendship and a trust of group members in them and toward the others. These firm relations of openness, trust, and cooperation can be utilized by the managers in setting higher and more difficult goals of the united work group.

The utilization of communication skills is an excellent way of improving the level of employees' and managers' motivation. It means that right using of the communication skills can be viewed as the efficient motivation tool. A development and application of the basic communicational skills of all employees and managers represent the common way of an enhancement, and a harmonization of the individual and group motivational systems with the organizational this one, and an increase in dynamics of all processes of the management and development of human potential. These skills, in contemporary understanding, are: *assertiveness* (skill to actively and "ethically" communicate), *empathy* (skill to understand the view and experiences of a communicational partner), *active listening* (skill to show the interest in communication topic and communicational partner), and *persuasion* (skill to positively persuade the communicational partner, without using of manipulation). A suitable integration of these communication skills into the motivational systems of individuals and departments will be definitely re-

flected in enhancement of total results of the employees, the managers as well as the organization in the future.

A positive influence of using of the mentioned four communication-motivational skills can be expressed in following areas:

a) The increase in individuals, groups, and organization motivation.

b) The increase in employees' and managers' performance quality and quantity.

c) The improvement in attitudes to the running changes and voluntary initiating of the new changes.

d) The elimination of needless misunderstanding and conflicts.

e) The elimination of stress and reasons of origin of frustration, insufficient, dissatisfaction, demotivation...

The enhancement and improvement of dynamics of system of the motivating human potential can be achieved through the creation of reciprocal, open, and unblocked communication inside of environment of the organization, and the high quality and balanced function of the individual as well as divisional communication systems of the organization, and also communicational system of all organization.

8.6.
Cognitive-Dynamical Motivators

The gist of this group of motivational tools and events consists in a fulfillment of effort to extent, so far, a known spectrum of measures suitable individually which are oriented to the real and effective integration of work motivation. The selection from a spectrum of the tools and incentives has to be always *right and prompt reaction enough to the changes of motivational preferences and needs of the concrete individual,* the motivation of who is necessary to actualize, invigorate, head thoroughly. It means that final shapes of the created forms of motivational influences individually of different employee will be always inevitably different.

For example, if the manager registers an inconvenient burning effect of some employee, he can suppose as the motivators something **non-traditional** for his/her: decoration of the walls in his office by a wished color. For another employee at who the manager can identify some troubles of his spine those are a barrier of employee's full work performance and his full concentration, and decide that effective motivator for him is an ergonomic table and chair.

By this way, indeed, it is possible to find various and varied (often also very nontraditional) approaches, arrangements, events, elements which can increase the motivational level. *Cognitive approach of superiors* can be very valuable because the motivated employees often ***weigh and revaluate*** the measure of effort ***attentively,*** realized by the manager. But, what is more important that the creative motivational approach of the managers influences **quality of future behavior** of the motivated employees, specialists, and managers (more information about this approach is presented at the end of a chapter about motivation theories).

Flowing complexly from previous text, the determination and, simultaneously, the necessary condition of more efficient motivating consist in the **willingness of the organizational direction to dynamically understand the newest characteristics and possible contributions of the human potential function** within the organization. The knowledge is decisive: if the managers should implant a necessary motivational accent into the interpersonal processes, i.e., they should strengthen the motivation of their employees with using these processes, if they should use correct motivational tools always, they have to dispose by high motivation to act motivationally.

9.
DYNAMICAL AND MOTIVATIONAL
MODEL OF EXTENDING OF PARTICIPANTS
SPECTRUM IN HUMAN POTENTIAL MANAGEMENT

At last time, the effort of lot of theorists and practitioners in the area of human potential management and development is concentrated to the disclosing of more effective ways of building the strong base of present and future successfulness of the organizations. A time horizon of analytical and synthetic proactive efforts of the authors and managers, demanded more and more, is just the future. But the future will obtain its own starting points from the organizational present evaluated and improved permanently.

From a point of view of the fulfilment of intention to introduce a dynamical model extending a spectrum of subjects and objects participating in the human potential management and development, it is a priority to explain some key terms. Concretely, next part will be oriented on an identification of a model and modeling, and presentation of a contemporary classification of the models, with the aim to explain the possibilities of modeling of the processes of human potential management and development. Afterwards, a proposition of graphic and verbal model will be intentioned in such way they better enable to comprehensive and use the possibilities of more effective engagement of *subjects and objects participating* usually in this area. However, an ambition of proposed models will especially consist in illustration and realization of on opportunity *to substantially widen the spectrum of subjects and objects of the human potential management and development*. In this approach will be able tenaciously strengthen the motivation of all members of the organizational team.

9.1.
Identification of Key Concept: Modeling and Model

At general understanding, the modeling is one of the basic methods of scientific knowledge. It deals with the creation of models and study of objects or phenomena on the basis of study of their model[347] [Otto, 2006, p. 80]. I. Paulička and his colleagues define the modeling analogously; they present that the modeling is a process of creation of depiction of objective reality simplified purposely which enables the study of attributes of modeled reality[348] [2002, p. 203]. At coherence understanding, the *model* is well arranged illustration of a certain part of reality, often simplified at a certain extent. It concerns a disclosing the connections among searched magnitudes. The model usually reflects only the part of reality which is considered as just relevant; other parts are abstracted from. We can supplement that *thought* models (which are typical for the area of human potential management and development) are always a subsidiary constructions in logical treating with the reality. At the same time, the simplest models are characteristic by a high degree of abstraction. These models are improved by implanting the assumptions of nearer reality step by step, respective a higher concreteness and relevancy into the models. It means that at the creation of models must be used the principle of reduced abstraction. Also, a total quality of the model can be evaluated by its information (knowledge) value.

English author, J. Morecroft, presents that the model is a tangible aid to imagination and learning, a transitional object to help people make sense of a partly understood world. This definition focuses particular attention on the interaction that takes place between the model that someone carries in their head of the way something works (their mental model) and a formal model[349] [2008, p. 374].

An opinion of other English authors, C. Soanes and A. Stevenson, is also interesting: the model is a three-dimensional representation of a person or thing or of a proposed structure, typically on a smaller scale

[347] Kol.: Ottova všeobecná encyklopédia, časť M – Ž. Martin. Neografia. 2006
[348] Paulička, I. a kol.: Všeobecný encyklopedický slovník, časť M – R. Praha. Ottovo nakladatelství. 2002
[349] Morecroft, J.: Strategic Modelling and Business Dynamics. Chichester. John Wiley & Sons Ltd. 2008

than the original. It can be understood as a simplified description, especially a mathematical one, of a system or process, to assist calculations and predictions[350] [2003, p. 1128]. In spite of knowledge that the mentioned opinion of authors is dealing namely with the definition of model at severe or technocratic meaning, which are not fully related with an intentional influencing of social processes, an idea of three-dimensional representation is an excellent inspiration – it reflects an accent of necessary dynamics, several points of view of/to searched social reality, mutual overlapping many particular influences and consequences.

Considering preceding ideas, it is possible to generalize that the model gives us the illustration of a certain reality, phenomenon, process, those are a topic of searching. The task of modeling is the creation of a system of reality (process) elements, mutual relations among them, and exact determination of a set of key factors influencing modeled reality. In social – interpersonal – area, the important intention of creation of the models is to present namely various dynamics characteristic just for searched process. It means that the model can consider an explanation of procedures and recommendations by which the searched process will run more effectively than it runs so far. In this way, the creation of models of social-processes, which are correctly worked out, can permanently develop an existing base of the theoretical knowledge in the area of human potential management and development. But, it can also become a valuable impulse for the development of knowledge, skills, and competences of the managers in their effort to dynamically strengthen a future successfulness of their organizations.

An endeavour to classify (structure) some types of models can help to a higher quality of identifying theme of the modeling and models. Following presentation of the models classification will consider not only a typology of the models, but it also can better characterize the forms used usually and the possibilities (effects) flowing from the presented types of models. Thus, in the widest meaning, the **models can be classified** by these four points of view: character of matter of modeling, way of depiction of modeled reality, degree of dynamics illustrated in searched model, and measure of concreteness of searched reality.

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[350] Soanes, C. – Stevenson, A.: Oxford Dictionary of English. Oxford. Oxford University Press. 2003

From the point of view of the ***character of modeling topic (matter)***, respective from the point of view of the dependence on "grabbing" of searched topic, it is able to consider with following models:

a) *Material/physical models* – they concern a material, physical shaping of searched reality or topic. In dependence on a number of the model users, the models can be made manually or made on machines in higher number of its pieces.

b) *Mathematical models* – they concern an expressing of searched phenomena by mathematical apparatus. In these models creation can be used the tools of information-communication technologies (efficient hardware and software can be more arranged, friendlier for the users).

c) *Models of thoughts (social models)* – they concern the processes and phenomena those are characteristic by necessity to express thought, intellectual processes, procedures, and relations. This type of models is finding its application namely in the area of modeling of processes of the human potential management and development.

From the point of view of the ***expression manner of modeled reality***, it is able to classify models in following way:

a) *Graphic models* which express and illustrate the searched reality, phenomenon, or process by graphically attractive and jolly way. These models are often used as a graphical supplement (reviving) of a verbal model.

b) *Verbal models* which present and theoretically develop the knowledge of searched phenomenon or process by verbal, descriptive way. This type of models is often oriented especially on the solving of appeared problems and imperfections (of the organizations, the processes), the calling attention to hidden negatives, and it recommends more effective progress in the searched area.

From the point of view of the ***dynamics expressed in created model***, it is possible to classify the model as static and dynamical whereupon:

a) *Static models* express almost only a structure of searched magnitude, for example, concerned components, key factors influencing searched reality.

b) *Dynamic models* express not only the structure of modeled reality but namely the relations and feedbacks among elements of this reality. These models present a running or progress directing to the achievement of higher level of the searched phenomenon or process.

From the point of view of an exaction, complexity, or comprehension of the **concreteness level** of searched reality/phenomenon, it is possible to meet simple, more complicate, and very extensive models.

It is convenient to present that the considered graphic and also verbal model of extending the spectrum of subjects and objects of the human potential management and development can be marked as the dynamic and more complex models.

9.2.
Arguments for Creation of Model of Participants in Human Potential Management and Development

The endeavour to well-found a need for modeling theme of the subjects and objects of management and particularly development of employees' and managers' potential demands to present results of questionnaire research which was realized at 2009 by a team of researchers leaded by one of authors of these monograph (Blašková). An intention of realized research was a verification of hypothesis about the impairment of the employees' and managers' motivation, and the retrieval of information about important influences which caused a low level of their motivation and also satisfaction. An analysis, evaluation, and synthesis of obtained information have helped to identification of the biggest imperfections in the processes of management and development of human potential. A starting point was a fact that just the employees and managers are the key of success in all types of the organizations. It is obvious that the human potential, and management, and development of this potential in their own matter (without regard to concrete sphere of

the organizational action) are characteristic by concurrent signs and problems (for example: low degree of motivation, low measure of informedness, low functionality of communicational systems, impaired interpersonal relations, dissatisfaction with rewards, etc.).

In the framework of research we have distributed 7,200 questionnaires (for both, employees and managers), and **6,599 *of giving ones were stuffed correctly*** (3,328 questionnaires from 173 Slovak organizations and 3,271 questionnaires from 108 Polish organizations). It means 91.64 % total return. Questioned organizations were equably chosen according to the size (small, middle, and great organizations). From the viewpoint of work category, there were 5,750 employees (2,891 Slovak and 2,859 Polish employees) and 849 managers (437 Slovak and 412 Polish managers) from all respondents. There were 3,222 men in the group of employees what represented 56.03 % of the number of employees, and 2 528 women – 43.97 %. In the group of managers, 511 men (60.19 % from all managers) and 338 women (39.81 %) have participated in this research.

From the point of view of the proposed model of expanding usual spectrum of the subjects and objects of human potential management and development, we can mark as the most important information following this one: the results concerned a level of exploitation, respective non-exploitation of human potential, the ascertained willingness of employees and managers to improve their complex performance in situation of the higher motivation efficiency, and suggestions which can be implanted into the management systems by organizational direction, are. The mentioned results are presented in following parts of this chapter.

9.2.1. Exploitation of Employees' and Managers' Potential

Situation in the area of exploitation, respective non-exploitation of the human potential was in realized research evaluated as ***unfavourable***. Namely, more than 83 % of managers perceived that their potential is non-used often, very often, or even *always*. This result was expressed by more than 85 % of the employees (Table 12).

Table 12: **Answers in the area of non-exploitation of human potential**

Non-exploitation of respondents' potential	Answers of employees In %			Answers of managers in %		
	Together	Men	Women	Together	Men	Women
Non-exploitation of potential (answer **"yes"**)	19.30	19.03	19.66	19.55	19.77	19.23
Non-exploitation of potential **very often**	23.67	24.30	22.86	22.61	22.11	23.37
Non-exploitation of potential **often**	42.50	42.77	42.17	41.58	42.27	40.53
Non-exploitation of potential **seldom**	10.00	9.87	10.17	10.37	10.18	10.65
Exploitation of potential (answer**"no"**)	4.47	3.97	5.10	5.65	5.28	6.21

These ascertainments witness that the managerial structures of the organizations can really lay emphasis on the identification of present and future potential of all employees and experts, and also project for them work positions on which their competences will be better utilized.

9.2.2. Willingness to Improve the Performance in Case of Improved Motivating

The ascertainments of non-exploitation of the human potential should be certainly removed (it is true that only after very demanding and long effort). Thereto, the research also showed that a majority of respondents express the ***high willingness to improve the level of their total work effort*** in the situation that a motivational approach of the managers (superiors) and top management of the organization would be more efficient. A readiness of the respondents to improve the quality of their performance is presented in Figure 32.

Over and above, every respondent with a positive answer to this question, together, would **increase the level of their work behavior effort by an average of 42.66 %**. From this number, **the employees would increase their own performance by an average of 43.04 %**

and the managers of 40.03 % in comparison with their previous per-formance.
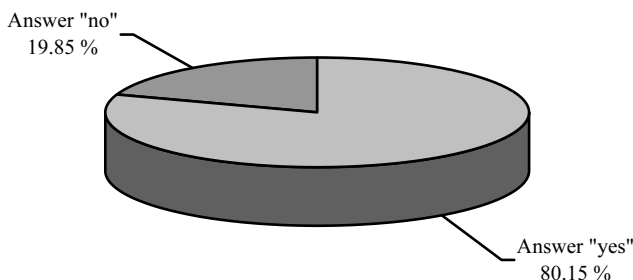
Figure 32: **Answers of respondents about possible increasing of the level of their results after more effective motivating**

From the point of view of the country, Slovak respondents would improve their effort by an average of 40.03 % (in group of employees of 40.59 % and in group of managers of 36.29 %). In case of Polish re-spondents, a total performance would be potentially increased by an av-erage of 45.55 % (in group of employees even of 45.71 % and in group of managers of 44.41 %). These ascertainments mean a good opportu-nity, but also, a great commitment for the theorists, the managers, and the personal experts in the organizations.

9.2.3. Instigations for Improvement the Quality of Organizational Processes

The utilization of opinions and impulses of the participated respon-dents, flowed from realized research, can be a good inspiration in the area of strengthening motivation in other organizations. The respondents in their questionnaires present a *varied set of tools, arrangements, sug-gestions, and instigations* those, after efficient realization, can strengthen the level of felt motivation and enthusiasm (Table 13).

From the point of view of wider participation of the subject in human potential management and development, the most important instigations are following:

a) To provide higher salaries and wages.

b) To providing personal additional charges and rewards.

c) To increase participation in training and educational activities.

It flows from all of three mentioned outputs of questionnaire research that really it is possible, even demanding, to exploit in higher extents the potential of all members of the organization. This fact very strongly accentuates the convenience and well-founding of modeling of the thought assumptions of extending of spectrum of the subjects and objects of the human potential management and development used usually.

Table 13: **Spectrum of wished and recommended motivators**

Instigation, recommendation, suggestion	Number of answers	Share of respondents in %
Higher salaries and wages	1 616	24.49
Personal additional charges and wages	881	13.35
Possibility of participation in training and educational activities	434	6.58
Carrier	344	5.21
Correctitude, justify, and humanity	341	5.17
Building good relationship	339	5.14
Higher interest of managers in employees and their opinions	257	3.89
Providing needed information and improving communication	236	3.58
Praise	224	3.39
Activities for improvement of work and working conditions	205	3.11
Space for independence and self-realization	127	1.92
Recognition of achieved results and qualities	127	1.92
Expressing trust and bigger extent of competences	117	1.77
Personal and professional development	116	1.76
Mutual and open cooperation	113	1.71

Instigation, recommendation, suggestion	Number of answers	Share of respondents in %
Provide the job security	60	0.91
Fringe benefits	59	0.89
Social program	58	0.88
Flexible working time	42	0.64
Respect and regard	39	0.59
Participation in management and setting goals	36	0.55
Acceptation of employees' propositions	36	0.55
Provide more free time (on weekend)	34	0.52
Working-out individual motivation programs	30	0.45
Application of new approaches of management/new executive	28	0.42
Equal working duties	27	0.41
Clear setting of rules and goals	20	0.30
More real, achievable plans	17	0.26
Equal approach towards all employees	16	0.24
Provide better situation of organization	16	0.24

Additionally, the introduced willingness of the majority of employees and managers to increase the level of their total work performance represents the argument with a higher relevancy. The origin of proposed model is the most strongly accented especially by the concretization (structure) of respondents' willingness to participate in improvement of the organizational activities not only by some their instigations but even by their real effort.

9.3.
Motivational Model of More Extensive Including Participants in Human Potential Management and Development

The intention of proposed graphic and verbal model is to present and concretize one of the ways, in which we can simplify the implementation of new knowledge and experiences in the area of management

and development of the most valuable and the most efficient factor of the organization – people and their potential. To this time, in the majority of organizations, the employees and managers were understood only as a human resource (HR). But, at present, the speed and dramatics of the changes require to change also used approaches, and, in this meaning, to prepare and achieve higher effects flowing from exploitation and especially development of potential that is characteristic for the individuals and teams (HP).

The proposed graphical model is illustrated in Figure 33. The verbal model, i.e., content, logics, convenient steps, system independences, and recommended components of this intellectual effort are explained in following text by **twelve types of dynamics**:

1. First of the considered dynamics of this model deals with **causing of the influences on the organizational action**. The organization as a system as well as the system of human potential management and development (HPM&D) are influenced by factors of external and internal environment. All external factors (competition, customers, partners, suppliers, legislation, economic situation of country, new trends of technologies, social factors, work potential market, image of organization, etc.) must be attentively followed, analyzed, and assessed from the point of view of the extent of consequence (positive and also negative) on present and future action of the organization. The same attention must be dedicated to the internal factors. The attention has be concentrated namely on the structure of employees (age, sex, qualification, work position, practice), the organizational structure (level of centralism, or decentralism, numbers of the employees subordinated to one manager, flexibility of structure), the course and imperfections in organizational processes, the financial situation (especially from the viewpoint of future financial ambitions of the organization).

It is necessary to analyze a unique area of "living" social system of the organization. For example: pro-activeness of culture and philosophy of the organization, level of motivation (motivational profiles of the employee and managers, motivational preferences, wishes, expectations), the shared values and priorities of the teams and individuals (strong power ambitions versus effort to harmonize the individuals' and teams goals with goals of the organization).

Important parts of social system are represented also by following elements: felt satisfaction, level (opening, mutuality, flexibility) of communication, and communicational skills, characteristics of all communicational systems (organizational, group – team, individual), level of acquired skills, experiences, knowledge of employees, and managers, and level of relationship, and characteristics of atmosphere within the organization. We must thoroughly consider especially the fact that the organization is not only influenced by external and internal factors. The organization (in higher or lower extent) permanently influences also its own external and internal conditions. It means this is a ***permanent and action-reaction dynamics of this model***.

2. Second form of the model dynamics reflects the topic of **creation and realization of strategic phenomena of the organization**. The organization has to define its own vision and mission on the basis of analysis of their environment. Both these phenomena predetermine present and future indication (direction) of the organization. Both should be formulated sufficiently attractively and with strong action accent, especially towards the customers, partners, and employees of the organization. The vision and mission must be concretized by a system of strategic objectives. Then the objectives are transforming into strategies, the strategies into tactics, the tactics into short-term plans (procedures, budgets, rules). This ***process strategic dynamics*** will find its achievement in thorough realization of suitable net of the processes and activities coursing in the organization.

3. Third form of the model dynamics characterizes the influence of the **subjects of human resource management upon defined objects**. Generally, the holders of the qualities, states (conditions), and actions are understood as the subjects[351] [Paulička, 2002, p. 325], respective the holders of qualities, activities, or relations[352] [Otto, 2006, p. 461], respective a person or thing that is being discussed, described, or dealt with; a person or circumstance giving rise to a specified feeling, response, or action[353] [Soanes, Stevenson, 2003, p. 1758].

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[351] Paulička, I. a kol.: Všeobecný encyklopedický slovník, časť M – R. Praha. Ottovo nakladatelství. 2002

[352] Kol.: Ottova všeobecná encyklopédia, časť M – Ž. Martin. Neografia. 2006

[353] Soanes, C. – Stevenson, A.: Oxford Dictionary of English. Oxford. Oxford University Press. 2003
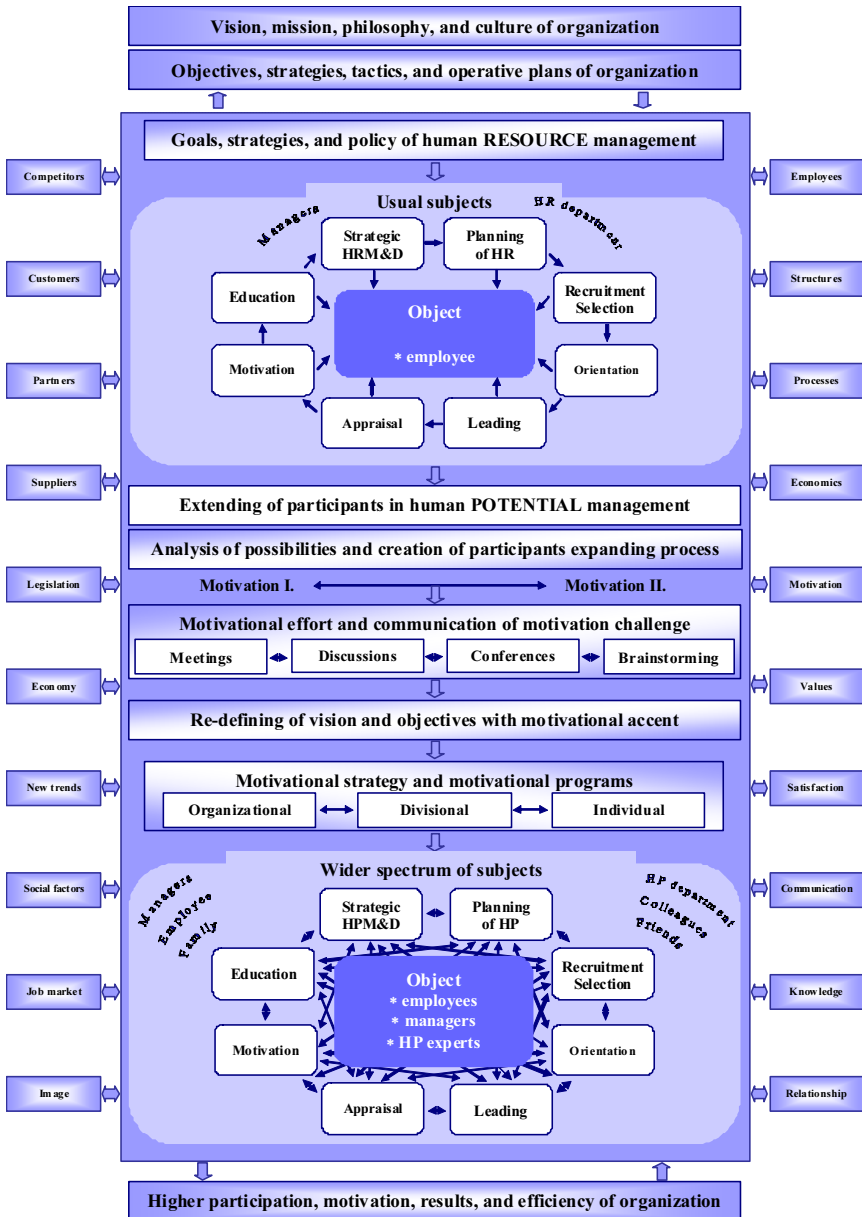
Figure 33: **Motivational model of extending spectrum of the participants in human potential management and development**

In the intentions of mentioned ideas, the subjects of human *resource* management can be characterized as the individuals (teams) who prepare and realize the basic interpersonal processes and activities. In a lot of organizations (as was presented at previous text), the managers and employee of the human *resource* department effectuate roles of the subjects of human *resource* management. These ones influence the employees – the employees are understood as an object of human resource management, respective, as an addressee of interpersonal activities. Thereto, this dynamics can be marked as a ***narrowly-relational***.

4. Fourth form of the dynamics is an existence of **relations among key processes of the human resource management**. From the point of view of the system approach, it is possible to perceive these processes as the processes relatively demarcated (closed). But, it is undisputable that every process influences other processes of this system. It means the results and outputs of all interpersonal processes (strategic human resource management, planning, recruitment, selection, orientation, leading, appraisal, motivating, training, etc.) predetermine the results and outputs of other processes. Because this dynamics considers only with the philosophy of human resource (not human potential), it can be named as a ***narrowly-systemic dynamics***.

5. Fifth form of the model dynamics expresses **internal, dynamical matter of fact of each process** of the human resource (potential). Namely, every process is managed by its principles, has its own mission, intentions, used procedures, methods, preferred approaches, mechanisms, documents. Each of these processes must be projected (prepared) in advance, verified with using pilot project, and then, after including convenient corrections, it must be rightly realized. Also, every process must be permanently improved (by full feedback), has to avoid last mistakes, exploit positive experiences. This dynamics can by understood as an ***internally-process***.

6. Sixth form of the dynamics describes just a **core of the model**. There is a gradualness of activities in this area which will lead to extending (enriching) usually used spectrum of the subjects and objects of the human *resource* management. It is necessary to make deep analysis of available capacities, threatening limitations, and risks, but also analysis of possible effects, contributions flowing from planned transformation of the system of human *resource* management into the system of

human *potential* management and development, by multi-subject and multi-object effort. After thorough evaluation of prime intentions and goals, it is useful to create a plan of logical (topical) procedures and graduations, timetable, determinate the costs, and responsibility of the preparers and performers of all project.

It is necessary to choose with what methods (tools) will be *communicated a challenge (an opportunity)* to all member of the organizational team for their higher engagement in the processes of human potential management and development. Suitable tools are the meetings, managed discussions, conferences, non-formal information-motivational meetings, techniques of group creativity (brainstorming, Delphi method), building of expert teams, etc. The explanation of importance of wider participation in interpersonal, managerial, and decisional processes can be a result of mentioned tools and techniques. It is equally important to obtain also the agreement of organizational members with the dealt project, and especially, to obtain as more as possible relevant suggestions and instigations in this area. Various educational and developmental activities for the employees and managers (trainings, seminars) can be looked an excellent help. On the basis of instigations and impulses, it is convenient *to create more actual and more emphatic vision, mission, philosophy, culture, system of objectives, strategies, tactics, and short-term plans of the organization, with including of the strong motivational accent into these phenomena*. At the same time, it is necessary to define the appropriate motivational objectives of the human potential management and development, and these objectives consensually transform into the motivational strategy. An attention must be putting to a re-creation (revision) of the motivation programs. Thereto, we can this characterize dynamics as **expand-(motivationally)-process** this one.

7. Seventh dynamics flows from previous and it reflects the possibility, even necessity to treat all employees and managers from the point of view of the contemporary knowledge – from the point of view of their **potential**. At present, it is not suitable to perceive the organization's member only in the meaning of the human resource. Just the potential of employees, specialists, and managers is the most creative and most strong power of the organization. The human potential inherently considers a unique complex of the knowledge, skills, abilities, experiences, competences, motivation, personality attributes, capacity, attitudes, conventions, and reactions of each individual and team on various

impulses, situation, claims, and possibilities inside the organization. It is important to understand the potential of people with prism of new knowledge and recommendations of relevant science (psychology, sociology, social psychology, organization behavior, management, anthropology, etc.). It is needed to accept a qualitative complex of individuals' and groups potential at three dimensions of time: past, present, and future. A permanent effort of people to advance, develop their own potential, define, and achieve their own ambitions, and priorities, can be fully exploited by more emphatic engaging – participation – of them in the processes of human potential management and development. It means, in processes by which the employees and managers forms their own potential and potential of their collaborators also (colleagues, superiors, subordinates). So, this dynamics can be defined as ***actually growth (developing)***.

8. Eighth form of the model dynamics reflects the topic (matter of fact) and implementation mechanism of the **motivation program**. The motivation program of organization should be based on an actualized (new) analysis of motivational atmosphere, motivational preferences, so far felt efficiency of the used motivation tools, felt satisfaction, or dissatisfaction of the employees and managers, etc. It is necessary to concretize the philosophy, the intentions, the time horizon, the topic, and financial demands of the motivation program, the mechanism of signalization in situation of deviation from expected parameters (productivity of work, profit, the fluctuation, the number of defective products, the human potential return on investments – HP ROI, etc.).

The motivation program of organization is good starting point for the creation of motivation programs of groups. These ones have to reflect also specific motivation requirements of appropriate groups. The motivation programs of groups (teams) together with the motivation program of organization must become a relevant basis of the creation of individual motivation programs. Thereto, only individualized set of motivation approaches, events, tools and techniques can be really efficient and can direct to their realization. But, it must be simultaneously implanted a backward mechanism: the motivation programs of individuals should become the basis of creation of the group motivation programs and the motivation program of organization. On the grounds of mentioned facts, it is possible to understand this dynamics as an ***implementation-motivational***.

9. Ninth dynamics concerns an **expanding of spectrum of the participants** in processes of human potential management and development. In original understanding (presented in introduction of the illustrated graphic model, mentioned already in the model dynamics number 3), only the managers and employees of human resource department were instituted as the subjects of human resource management. However, the intention of proposed model is to include the higher number of actors to the preparation and realization of interpersonal processes. In this meaning, it is able to define the group of subjects in following way: the superior managers, the human potential experts, all employees, the colleagues, the managers of other organizational levels, and other segments (parts) of the organization, the partners of organization (suppliers, customers, employees of co-working banks and institutions), the family dependents (partners in life, parents, children, siblings), the friends, the acquaintances, etc.

It is obvious that the employees must not be only influenced by some other. They have to get a chance of fuller exploitation of their own potential. The **employees** should get a chance:

a) To influence their working future (participation in planning and realization of processes of their education and development).

b) To influence the form and outputs of their performance (participation in management and appraisal of work performance).

c) To influence their own motivation and satisfaction (participation in creation and realization of motivational programs and processes).

d) To form their working environment and relationship with the others (participation in process of care for the employees).

e) To provide impulses for the creation of strategic objectives of the organization.

f) To participate in the creation of system of criterions of selection and realization of process of new staff selection, etc.

The participation of **co-workers** in the human potential management and development can be realized in:

a) The creation of criterions of the work performance appraisal within the organization and their department.

b) The realization of appraisal of their colleagues' performance.

c) The orientation after an engaging new employees or a transferring other employees to other jobs within the organization (socialization, explaining of the work procedures, elimination of the orientation stress).

d) The influencing and inspirational leadership of the colleagues.

e) The motivating co-workers (superior, subordinate, organizationally equal).

f) The development of skills and experiences (knowledge management), etc.

The **managers of other level or segments** of the organization can help, for example, in following processes:

a) The planning and realizations of carrier (information of the possibilities, realization of the job rotation).

b) The placement of employees in the organization (transfer to other work or lower positions).

c) More objective evaluation (appraisal) of the work performance, e.g., 360 ° feedback, appraisal matrix.

d) The training and development (exchange of experience, information about new trends), etc.

The partners of organization (suppliers, customers, banks, insurance companies, public, etc.) can participate (to a certain extent) in:

a) The identification of necessary objectives and strategy of the human potential management and development.

b) The planning of human potential (qualitative, time, and process dimension of planning).

c) The selection, especially in case of selection of the managers and experts.

d) The appraisal of total work performance (of contact and end employees).

e) The education and development of skills (simulators of procedures, seminars), etc.

The influence of the **family dependents** (partners, parents, or children) can be considered as the most strong, for example, in these activities/processes:

a) The improvement of the motivation quality (help with specification of the motivational priorities, determination of the ways of their achievement, harmonizing of the individual motives with the organizational these ones).

b) The support of carrier realization (temporary "relief" in family environments).

c) The mastering a demanding working pressure (psychic support, help, regeneration of power, keeping of good health condition), etc.

The proposed spectrum of subjects of the human potential management and development in a great measure crosses the border of narrowly understood environment of the organization. We can introduce a premise in this area that the influence of family, friends, acquaintances, partners, etc. is *not absolute* from a point of view of the motivation to work – but, surely, it is *very important*.

In the theme of the **object** of human potential management and development, it is possible to specify as the addressee of purposeful influencing not only the employees but also *all managers and employees of human potential department*. They (managers and HP experts) need impulses, open cooperation, help, and strong-minded attention in interpersonal area – they must be motivated, inspired, educated, appraised, and also rewarded motivationally. These ideas achieve a ***wide-relation dynamics of this model***.

10. Tenth dynamics characterizes a **consequence caused by the engagement of wider spectrum of the participators** in human potential management. This positive consequence of qualitative transformation of the human resource management to the human potential management and development means that the higher number of the subjects and objects can achieve the higher promptness, pro-action, flexibility, systematism, backward demandingness of all processes in real time. Original, narrowly-systemic dynamics (number 4) is transformed by mutual overlapping into a ***fully-systemic dynamics***. This dynamics is expressed in graphic model by more complicate net of the feedback relations among the processes of human *potential* management and development (in opposite to the number and quality of relations in human *resource* management).

11. Eleventh dynamics is illustrated in the centre of graphic model as a **motivating I.** and **motivating II**. The *motivating I* can be understood as an attendant (parallel) intention/mission of the process of expanding number of the participants in human potential management and development. Thus, a primal mission of this expanding process consists in an including richer/wider spectrum of the subjects and objects in this area, an achievement of higher efficiency of interpersonal processes, an exploitation of potential of the employees and managers. At the same time, a parallel mission of participation-extend effort is to *strengthen the motivation* of the organizational team is. It means that, apart from the achievement of priority of this process, it is also very important to use in this effort all possibilities and conditions for improving and better directing of the motivation.

On the other hand, the *motivating II* means: if a primal and also attendant intention of mentioned process (higher engagement of the participators in human potential management and development, and in this way also the strengthening of their motivation) should be achieved, the preparers and performers of all effort must be conveniently (intensively) motivated. In other words, the success of participation-expand process (e.g., increase in motivation within the organization) depends on a level of motivation of the individuals and groups whose are treating with this effort. Thereto, it is possible to call this dynamics as a ***two-planar-motivational***.

12. Dynamics number twelve is a reflection of the **concluding and possible effect of implementation** of proposed model. The correct realization of all previous procedures and instigations will surely lead to the higher and more efficient exploitation of expert-personality competences of all members of the organization. From this effect will stem the higher measure of felt motivation and satisfaction, self-realization, growth of capacity, and then also the higher level of synergic performance and results of individuals and groups within the organization. In this way the organization will be internally more harmonized, more purposeful – it will be more resistant to external pressures and in its action will be surely more successful. Thus, last dynamics can be understood as a ***process-concluding***.

In conclusion, we express a wish so that the presented will be accepted with positive response. Perhaps the description of the model is sufficiently explained and it is adequately argumentative. Maybe, this model will inspire the theorists and managers, who deal with the human potential management and motivating, to next development of knowledge about the human potential.

10.
PENETRATION OF MOTIVATION
TO THE PROCESSES OF HUMAN POTENTIAL
MANAGEMENT AND DEVELOPMENT

A lot of the organizations of productive and non-productive orientation meet them with a persistent need to as successful as possible stand up to strong and exacting environment. This environment is characteristic by an open and also hidden form of competitive tensions. Business emphasis is imposed to both, productive organizations and organization offering various types of services, not only by direct competitors, but also by indirect pressures, and often by almost directive recommendations of the state representatives and government employees.

From the mentioned reason and according to effort to do not lose the achieved status and utilize built background, the organizations are oriented in their functioning by two courses: *outward* (activities purposefully done which are directed to macro-environment and micro-environment), and i*nward* (improvement of the conditions and parameters of organizational own internal environment which is realized purposefully and motivationally).

10.1.
Philosophy of Implanting of Motivational Accent to Key
Processes of Human Potential Management
and Development

Knowledge can be declared as very important that the implanting of any changes concerned with long-used habits and procedures in inner organizational environments, exploited traditionally, has to be connected with a strong motivational accent and thorough explanation. This knowledge leads the management of organizations to increase the space provided just to the motivational activities and events organized for the

members of organizational team. The realization of partial processes of human potential management and development with motivational emphasis is one of extraordinary effective way of total strengthening of the motivation and loyalty of the organizations' employees and managers. It means it is needed to realize every interpersonal process in such way it will enable to fulfil (apart from its primary mission) also identically important and necessary point of view of the improvement the level and right structure of the motivation of engaged employees of the organization.

However, in an implanting of more creative approach and motivational accent for positive influencing the motivation of all employees within the organization, it is necessary to respect following aspects of management of the organization:

a) *The aspect of time funning* which assumes the penetration of motivation to all three time dimensions of the human potential management and development, it means the motivational penetration to the processes of strategic, tactical, and operational character.

b) *The aspect of horizontal structure of the organization* which assumes the penetration of motivation to the processes of human potential management and development in all horizontal parts, professional segments, and branches of the organization.

c) *The aspect of hierarchical structure of the organization* which assumes the penetration of motivation to the processes of human potential management and development realized in all hierarchical levels of organizational system, i.e., top, middle, and operational level of the organization management.

d) *The aspect of effective exploitation* which assumes the desirable penetration of motivation to the processes of human potential management and development with using of all three parameters of effectiveness, i.e., economization, purposefulness, and efficiency.

e) *The aspect of system approach* which assumes the penetration of motivation in conditions of necessary openness and complexity of internal structure of the system of human potential management and development, it means in conditions of relative

demarcation of these processes and dynamical relations among them.

f) ***The aspect of multidisciplinary approach*** which assumes the penetration of motivation to the processes of human potential management and development at the sense of harmonized application of knowledge of convenient science, i.e., science of management, psychology, sociology, organizational behavior, economy, statistics, etc.

g) ***The aspect of situation approach*** which assumes the penetration of motivation in the intentions of context of real situation, i.e., situational conditions of all organization, every its department, level of management, usual, and startling characteristics of the changing environment, individual possibilities of the employees and managers.

Apart from a necessity to respect the presented aspects, very important element of philosophy of the motivational accent implanting is an idea that the thorough exploitation of possibilities of the motivational effort can be reflected in ***primary and secondary plain*** of influencing human potential performance in every organization.

10.2.
Importance and Content of Motivation Penetration to Key Processes of Human Potential Management and Development

An application of the motivational accent in human potential management and development can become a basic and determining condition of improved success and competitive ability of any organization. A fundamental premise of this opinion is the fact that every organization is formed by people and structured sets of their attributes, skills, knowledge, competences, experiences, and motivation. The human potential (managers, experts, and employees with an action need for their own permanent professional and personality advancement) is living and reviving power of a dynamic and strategic successfulness of the organization. To make able this living potential will be profitable for the organi-

zation not only at present but also in future, it is necessary to take every opportunity in the effort to thoroughly increase its intellect value and personal efficiency. It means the most direct (but also the most exacting) way of this effort is the continuous improvement of motivation by every decision and arrangement. It flows from this idea that the strong motivational accent can/must be applied in each of the processes of human potential management, activities, or circumstances.

According to this understanding, it is possible to consider that the most important and key processes, into which the motivational effort has to penetrate, are: strategic human potential management, planning of this potential, recruitment, and selection of new potential, its orientation, and placement, appraisal of total work performance, motivating, leadership, and training, and development (Figure 34).

10.2.1. Strategic Human Potential Management and Development

A mission of strategic human potential management and development is to identify long-term objectives in the area of dynamical exploitation and development of this potential. A subpart of this process is a projection of ways of effective achievement of the defined objectives at middle-term and short-term time horizon. The intention of this process is to strengthen an achieved competitive position of the organization at relevant market by engaged effort of the human potential. But, it is evident (doing not omit the fact that many of the organizations do not realize this process) that the point of view of the motivation is not implanted into this process in organizations often. From external look, it seems as if the managers of some organizations were convinced that the formulation of strategic objectives and strategy of human potential management and development can itself provide a sharp and automatic increase in the motivation. Unfortunately, this "conviction" is not justified. Thereto, the formulation of such strategic objectives, quantitative and qualitative, has to become a content of this process in which the sensitive area of future satisfaction and motivation of the organizational team members will be intentionally considered (relation "a" in Figure 34).
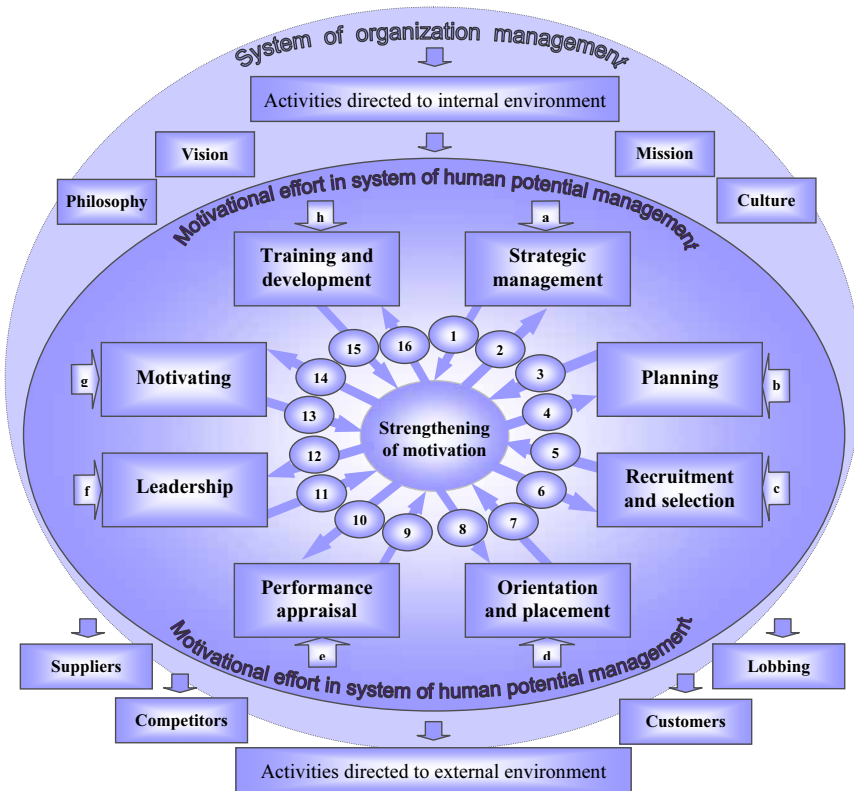
Figure 34: **Graphic model of motivation penetration to processes of human potential management and development**

Going on in developing this theme, it is possible to present that the organization should define specific strategic objectives oriented directly to the increasing the level of human potential motivation (with respect for other organizational needs). It means to define also the *strategic motivational goals*.

Moreover, in the meaning to fulfil intention so that the wider relations and connections of total strategic behavior of human potential could be always considered and respected, one of the strategies of organization should be a *strategy of motivating – motivational strategy*

created and applied professionally. This strategy has to be a harmony subpart of the total strategic management of the organization. It means it must achieve a status of the total motivation influence upon the organizational running.

An elaboration of set of the strategic motivational goals and motivational strategy structured in details is very exacting and demanding in the sense of intellectual abilities of the managers and human potential specialists of the organization. It is the effort which must be supported by quantum of analyses and prognoses, searching of existing trends, considering of expectations, and psychological needs of an object of this process, i.e., all people within the organization. It must be the effort of as wide as possible spectrum of the experts from area of strategic, tactical, and operational management, and development of human potential whereupon harmonization of their different opinions could be very difficult sometimes. On the base of respect for the presented arguments, it is necessary to *continuously motivate* the preparers and performers of this process in such way they will be willing to realize this strategic effort as effectively as possible (relation "a" in figure).

The process of strategic human potential management and development, handled in this way, will lead to the direct improvement of the employees' and managers' motivation. It means the ***primary dimension of motivation increasing within the organization*** is realized. This increase is caused by knowledge that the organization executive does not only demand the employees' loyalty and identification with the organization goals, but at the same time, the organization cares of their self-realization and satisfaction, and develops the big effort for employees in this area.

After the realization of all process and assessment of its effectiveness, the backward motivational contribution/effect for the preparers and performers of the strategic process can be fulfilled. It represents the ***secondary dimension of motivation improvement*** achieved by the penetration of motivation to this process (relation "2" in figure): the repeated motivation increasing, the consciousness of satisfaction, the support of participants' professional proud on the basis of knowledge that they have mastered this exacting process successfully by their own effort and they have contributed in this way not only to the strengthening of motivation of the other co-workers but also to the improvement of organiza-

tion's competitive ability. Through the mentioned contribution, the strong platform of their future motivation towards the future strategic processes can be built.

10.2.2. Planning of Human Potential

The mission of a planning in this area consists in a determination of the quantitative, the qualitative, and the time need of human potential in such way that the defined objectives of the organization in all its horizontal and hierarchical segments will be fulfilled. In closer sense of definition, the planning of human potential means an estimation of the size and the structure of future labor force[354] [Donnelly, Gibson, Ivancevich, 1997, p. 550]. In general sense of definition, a necessary part of the planning process is also a thorough elaboration of the plans of all partial processes of the human potential management and development, i.e. processes of recruitment, selection, orientation, appraisal, motivating, etc.

Similarly as in previous strategic process, also in process of the planning, a lot of the organizations forget to include the motivational point of view to the planning processes and estimations. A point of view of the maximal but at the same time only short-term economization of a consumption of the living work is a prime viewpoint often. Other two parameters of effectiveness – efficiency and purposefulness of the engagement of human potential (accepting long-term dimension) – are often missed and underrated. This reality is a reason of low long-range work productivity (employees felt them overburdened and stressed, their performance has declined tendency), and of increased fluctuation (long-term dissatisfaction and an abusing of people potential leads to their frequent resignations from the organization). So, a financial effect of an enormous increasing of the other personal costs means too intensive saving in the area of real employees' number.

The convenient way of a prevention of this cyclic and paradox situation consists in an explanation of an importance and a support of

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[354] Donnelly, J. H. – Gibson, J. L. – Ivancevich, J. M.: Management. Praha. Grada. 1997

the implanting motivational accent to all phases and all outputs of this planning process. At the same time, it is necessary to motivate participants in planning for thorough application of the motivational penetration in whole process (relation "b" in figure).

Concrete forms of how to exploit motivational power in maximal degree (relation "3" in figure) can be following:

a) ***The estimation of really correct and explained away a number and structure*** of the employees and managers with respect to the motivational exploitation and development of their contemporary and future potential. It predestinates the realization of actual analysis of skills of all organization members, and also an analysis of all jobs. On the foundation of results and establishments of these analyses, it is necessary to consider and implement the convenient arrangements. It means, for example, the realization of internal re-structurization of job positions, the redesign of existing jobs, and possibly also a building of new jobs inside the organization.

b) ***The thorough and mutually harmonized elaboration of plans*** for smooth and effective running of the processes of human potential management and development those will directly and positively influence the level of motivation within the organization. In the case of proposing new jobs, it means, for example, to proceed in this effort in such way that planned positions will be productive and contributive for the organization, and motivationally attractive (self-realizing) for specialists those will work on these positions. J. Koubek presents in this context that modern management and development of the human potential "… emphasizes a need for creation of the work tasks made to measure of abilities and preferences of each employee, and in this way also an exploitation of his work abilities,"[355] [2004, p. 17]. At the same time it must be viewed in such way that the new job will conveniently complement an actual structure of existing jobs inside the organization – with intention to prevent the duplicities in the realization of considered activities, and to obtain

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[355] Koubek, J.: Řízení pracovního výkonu. Praha. Management Press. 2004

new quality flowed from these jobs that enriched all functions of the organization, its employees, and customers.

These facts should be carefully kept also at an assessment of the content, the exactingness, and the attractiveness of all jobs existing to this time in the organization, namely from a point of view of utilization, resp. non-utilization of total potential of the employees and managers. It is also important to devote an attention to the structure of projected tasks, determined working goals, and defined priorities of the employees and managers.

If mentioned realities will be fulfilled, *the primary dimension of final motivational effect of the planning* acted to the total work behavior and level of performance of employees and managers will be expressed in the increasing in their satisfaction, the decrease in a number of arisen misunderstandings and conflicts, the strengthened trust towards the executive of organization, the higher willingness to realize all own potential and all competences for the benefit of the organization, etc.

The secondary dimension of motivation improvement (as a reaction to a primary dimension in the condition of whole organization) will cause that the managers and the experts, responsible for right realization of realized planning process, will feel high satisfaction, and thus also there will be improved motivation to fully engagement to the future planning cycles (relation "4" in figure).

10.2.3. Recruitment and Selection of Human Potential

The mission of processes of recruitment and selection (acquisition) consists in an addressing group of convenient applicants for offered job and identify in this group the candidate who will be able to fulfil defined both criterions, qualification and personal. Because of a decision about an acceptance of the new manager or employee represents not only a great opportunity for the organization but also a possible danger (when the organization puts inconvenient applicant before the other one), it is necessary to realize also this decision making and communicational-motivational process correctly.

It is important to emphasize a strategic importance of recruitment, and selection, and positives of application of the motivational accent in these processes to the experts responsible for their effective running (relation "c" in figure). It is needful to motivate them to the realization of acquisition process in a way so that this process will be contributive for both, the organization and also the applicants. Because, some of the candidates should become customers of the organization in the future and, in case of their dissatisfaction with course of the selective procedures, they should intentionally break an image of the organization.

Analogously, as presented in subchapter devoted to the process motivators, both these processes, recruitment and selection, must be realized with the strong motivational penetration. Thus, the preparation and course of the processes have to evoke a positive interest in each convenient applicant from the side of representatives of the organization. They should try to acquire information about the applicants' future working behavior and probable performance in motivational way, i.e., they must be always willing, correct, and decent in relations with the applicants. It is evident, the forming of character of the offered job, concrete content of job, choice of needed documents, form of selection interviews, and used tests of applicants' potential, should instigate the motivation of applicant to accept job in this organization (relation "5").

From this point of view, it is possible to present that a higher measure of validity of the recruitment and selection of applicants can be achieved by using methods of total assessment by which the organization tries to minimize degree of en entropy and subjectivity of the selection. Some of them represent the methods of *multi-criterion assessment of alternatives*. The aim of mentioned methods consists in the description of an objective reality in the selection by application of standard procedures. In this way, it is possible to formalize this decision making problem, i.e., transpose it into mathematical model of multi-criterion decision situation[356] [Farkašová, Kliešte, 2005, p. 56]. The reason of this approach reflects the effort to ascertain as wide and faithful as possible understanding of the basic features of qualification-

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[356] Farkašová, V. – Kliešte, T.: Aplikácia multikriteriálnych exaktných metód pri výbere nových pracovníkov. In: Zborník medzinárodnej vedeckej konferencie Personálny manažment v podmienkach formovania nového európskeho trhu práce. Trenčín. Vydavateľstvo Trenčianskej univerzity. 2005

personal profile of the applicants. The application of this approach shows a high degree of the organizational representatives' loyalty and openness towards the candidates – they try to take up a motivation attitude towards the candidates.

A curiousness of these processes is the fact that also the applicants try to behave motivationally and instigate the motivation, especially in two different ways. On the one hand, they strengthen their own motivation (to persist in started process of acquiring a new job). It presents an *"intra-motivational acquisition action"*. On the other hand, they instigate motivation of the organization representatives (to consider just them as the most convenient from the group of applicants). It presents an *"inter-motivational acquisition action"*.

In the organizational conditions, the ***primary dimension of following motivational contribution*** of recruitment and selection realized effectively assumes again the increase in motivation and satisfaction of *stabilized (long standing) employees*. It means concretely that a new colleague will come into group of the stabilized employees whereupon this newcomer can help them with cleaner and quicker fulfilment of defined goals and delegated duties. At the same time, on the basis of positive influence of the acquisition process, it exist a strong assumption that the new employees or managers will work with very high "starting" motivation.

The secondary dimension of motivational effect, by acquired feeling of a self-realization flowing from the acquisition process done seriously, will call in minds of the engaged specialists the higher motivation to effectively realize also all next processes of human potential recruitment and selection. Additionally, it can show them the possibility (and, at the same time, also the logical necessity) to apply all possessed information, knowledge, and skills in the future acquisition processes – the consciousness of a learning organization, which acts motivationally, will be supported (relation "6" in figure) in this way.

10.2.4. Orientation and Replacement of Human Potential

The mission of an orientation of the new employees and managers is to help them so that they can identify them with philosophy, priorities,

and manners of action advancement of the organization as soon as possible. The content of orientation process is also to inform employees about working atmosphere, values, relationships, and forms of behavior of the other co-workers. The basic sense is to achieve so that the new employees (after mastering their adaptation, socialization, and educational part of the orientation) will be effectively identified with number of new information and facts and will become the full-valued members of the organizational team those will be able fulfil all tasks and activities demanded by acquired job.

A lot of the new managers and employees consider the orientation in condition of the new organization as very stressing period, in spite of their qualification and courage (maybe, just because of these ones). They are aware of the high responsibility towards themselves, colleagues, and superiors. They are afraid of the failure and their own insufficiency to accept new skills and models of behavior those are expected by the others. Thereto, in motivational way, it is necessary to implant a need for sensitive approach in cooperation with the new members into the managers, human potential experts, and co-workers, with necessity to express the maximal support and willingness to help newcomers with solving any problems considered with the orientation process (relation "d" in figure).

The motivational behavior must accompany also the process of replacement of the employee. Subparts of this process can be, for example, promotion, replacement to other job, or replacement to less exacting position. In case of employees' transfer to the other position in the same organization, we can consider with a specific form of the orientation, minimally departmental orientation and new work orientation. Other important aspects of the replacement are often a domain of other processes of the human potential management and development, especially the planning (planning of working career, planning of training, and development), the soon and thorough communication (it is necessary to inform employee about mentioned internal movements in detail and in convenient time ahead), etc.

In the effort to shorten the course of orientation process of the new or replaced employees, relieve its frustration influence, and conveniently form the work-personal profile of employees, the organizations should elaborate individualized orientation programs for these employ-

ees and include desirable motivational emphasis into these programs (relation "7" in figure). It is possible to involve also the new employees into the preparation of orientation programs. The organizations by this activity will express them a great trust (motivational effect). At the same time, the organizations obtain a precise shape of detailed intention and structure of the projected program – this one will content only the activities of needed type and exactness (financial effect).

After thorough realization of the orientation process and fulfilment of all presumptions of the orientation program, in the framework of the *primary dimension of backward motivational contribution,* it is very probable that a initial motivation of the new employees, which was very intensive after their admitting into the organization, will be intensive also after finishing this process. I.e., the harmonization of individual goals and ambitions of the new employee with goals and ambitions of the organization becomes a permanent reality.

The secondary dimension of reflection of the strengthened motivation of the orientation processes preparers and performers (relation "8" in figure) means the increased willingness to care for – minimally in the same quality as before – next new employees. A parallel motivational effect deals with the effort to improve the quality of aspects of considered jobs those are looked as problematical in just realized orientation process/program. We can positively understand also the voluntary attention devoted to disclosing of eventual weaknesses and insufficiencies of the jobs.

10.2.5. Appraisal of Human Potential Performance

The mission of this process consists in an obtainment of objective and reliable information about achieved working behavior of the employees and managers, with the intention to continuously develop their potential and to contribute in this way to permanent and pro-active advancement of the organization. In spite of its unique, the appraisal of total work performance is unvalued at many of the organizations, even it is often rejected. At the practice, this process is unpopular namely because it puts enormous demands on its participants. There should be considered *time demands* because the process of appraisal is the perma-

nent process and it should course continuously. Minimally once a year, it should gain a form of official and periodical assessment of the successes and expressed mistakes in the work of each member of the organization. The appraisal is accompanied also with *psychic demands* because it is based on uncompromising professionalism, and flexible tolerance, and empathy of the appraiser and appraised employees. There are important also *material and financial demands* because this process realization is not possible without the fulfilment of organizational, spatial, capacitive, and other presumptions. With an intention so that the process of employees' performance appraisal will not be rejected henceforth and will fulfil all its dimensions (i.e., economical, emotionally-satisfaction, and developmental), it is necessary to motivate all participants in this process and inform them about its positives in conveniently wide context (relation "e" in figure).

From the point of view of the future improvement of ascertained evaluative information, with the intention to strengthen the effectiveness and motivational impulses/consequences of the work performance appraisal (relation "9" in figure), it is needed to plan a suitable timetable of the running of appraisal process which will suit to the appraiser, appraised employee, and demands of preserving of continuous action of the organization. It is necessary to explain the contribution of appraisal process to the appraised employee, prepare ***trainings for the appraisers*** (with the intention to achieve an objectivity of the assessors, avoid the mistakes of appraisal, correctly realize both appraisal interviews, praise interviews and interviews in case of ascertained performance imperfections), prepare categorized appraisal forms, and create a spectrum of valid, and reliable appraisal criterions which are set with respect just of the strengthening but not weakening of the motivation and performance level (too strict criterions dissuade employees because they consider strict criterions as incorrect, and vice-versa, too mild criterions do not exploit their potential), etc.

Apart from the formulated general criterions, each of the advanced appraiser should dispose by a competence to suppose and supplement criteria those could more precisely grasp the specificities of considered jobs and performances of the employees. The useful aid is a ***sophistic organization intranet*** through which the appraiser can directly include desirable criterions into the electronic appraisal forms. This step can save time (necessary for permanent harmonization of the opinions dealt

with the final structure of appraisal criterions), provide important flexibility, and possibility to make convenient changes in the content of appraisal form, give to the appraisal a hallmark of trustworthiness, and equal chance for all assessed employees.

The application of ***double measures*** of the objective assessment of fulfilment degree of appraisal criterions can be understood also as highly motivating. The criterions, those are more important for an excellent mastering of delegated working tasks and duties of considered job, should be valued by the higher appraisal measures than the criterions those are less important in this job. For example, in case of successful performance of the scientist – researcher, the criterion of the creativity has key importance and it should be valued by double number of rating points. On the other hand, the criterion of a decoding of nonverbal communication is not so important from the view of the contribution of this researcher to the organization, and its fulfilment can be assessed by the lower measure (lower number of rating points).

The realized process of appraisal must be, in its finish, supported by thorough set of the right arrangements. The working out of these arrangements will help to achieve the basic aims of appraisal: to strengthen the felt motivation level, improve the quality of processes and activities done, develop the professional skills and personality competences of the employees and managers. The appraised employees' knowledge of the opinion about their performance from the view of superior brings them necessary feedback of their effort and opens them the possibilities for next development. In this manner, the ***primary dimension of motivating influence*** of the appraisal process will be achieved. At the same time, this dimension is built by knowledge of appraised employees that they are important for the organization so much that the organization will include them also into the preparation and realization of the appraisal process in greater extent. It means that the organization can enable employees to participate in the creation of criterions set of their performance appraisal and act them in the role of appraiser in case of, for example, the application of 360-degree feedback, application of the self-appraisal, or appraisal of chosen aspects of performance of their superior, or the nearest co-workers.

Just by this form of feedback, ***the secondary dimension of backward motivational effect*** means that knowledge of all aspects of the

subordinates' performance gives to the appraiser an excellent chance for the future quality increase in their managerial behavior and motivating influence upon the subordinates. In this way, their will to be fully engaged in the next appraisal process also grows (relation "10" in figure).

10.2.6. Leading of Human Potential

The mission of this permanent process means the purposeful forming of the employees' and managers' working behavior and their desirable attitudes towards the organization, colleagues, and realization of assigned roles. A leadership is oriented by its matter to the influencing the group in direction to the goals achievement[357] [Robbins, Coulter, 2004, p. 418]. Inseparable and often presented intention of this process is to achieve a harmonization of all individual efforts and expectations with priorities of the organization. It is evident the mentioned intention evokes impressive imaginations and pictures in minds of people. But, to take these imaginations into the reality of life of the organization is not easy at all. It is conditioned by the enormous effort of all managers, their above the average engagement, permanent self-control, perfect mastering of every situation. Together with the process of orientation, performance appraisal, motivating, and development, the leadership can be ranked to *"nuclear processes"*. The leadership can be called as the nuclear processes, especially, because:

a) These processes create the most important core/nucleus of the system of human potential management and development. The success of total function and competitive ability of every organization depends just on the success of these processes.

b) Analogously to the power of nuclear energy, these processes create the most exacting part of managerial influence inside the organization. These processes are potentially the most contributive but at the same time, also potentially the most dangerous. By small inattention, the manager can veer round from originally instigative leadership to manipulative leading which can

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[357] Robbins, S. P. – Coulter, M.: Management. Praha. Grada. 2004

destroy a will to realize employees' qualities in favour of their organization.

Thereto, on the basis of these intuitive arguments, it is necessary to exactly inform the managers about the contributions and risks of all forms of leadership influence on subordinates and instigate their positive leaders' motives (relation "f" in figure).

With a few exceptions, the application of democratic styles of leadership, especially, **participative** style can be recommended for a majority of the experts. It is marked by two-side and unblocked communication between the manager and his/her subordinate colleagues, common agreement, and acceptation of mutual relationships, providing of sufficient intellectual freedom, situational taking the roles among the colleagues in the solving various types of tasks, unusually high, and contributive productivity, activity, knowledge sharing, and expanding of one's skills, and competences, etc. (relation "11" in figure).

From the point of view of the support of motivational accent of the leadership, Collins' and Porras' Level 5 Leadership is very inspiring. According to this theory, it is possible to cause a brisk change of the organization's position from good to great. Authors present that matter-of-fact of this theory is a unique combination of leaders' behavior, including personal humility and professional resoluteness, i.e., leader's modesty and, at the same time, his/her courage[358] [Collins, Porras, 2004, p. 4]. On the one hand, the leaders of fifth level are a *calm, moderate,* and they tolerate failures, respectively responsibility in situations which are unfavourable. On the other hand, the same leaders demonstrate *resolute solutions* of any procedures which provide effective long-term results (more information was presented in the chapter about motivational theories).

If the application of really creative leadership is succeed, the ***primary dimension of final motivational effect*** can cause higher working engagement of the employee, greater enthusiasm to participate also in the solving of mainly complicated problems, more convincing will to connect one's future with the future of the organization.

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[358] Collins, J. – Porras, J.: Built to Last: Successful Habits of Visionary Companies. New York. Harper Business. 2004

The secondary dimension of achieved motivational emphasis can be reflected in enthusiastic approach of the managers to next exploitation of the creative (not manipulative or benevolent) leadership, correct, and permanent advancement of development of their leadership competences, and total effort to increase strategic success of the organization (relation "12").

10.2.7. Motivating of Human Potential

The motivation is a source of the success of every organization. The mission of motivating can be understood as the positive influence of motivational structures of the managers and employees, with an intention to achieve higher degree of their relation to work that considers, for example, working initiative, creativeness, innovativeness, self-sacrifice, activity, cooperativeness, participation, responsibility, sense of team work, sense of sustainable improvement, development of one's potential, identification with philosophy and objectives of the organization, etc. But, proceeding from an experience that motivating does not always achieve its wished effect in the organization, it is necessary to devote it the higher attention.

An idea is interesting and instigating that the ***motivation to managerial activity*** is a specific phenomenon which is related to a performance motivation. The motivation to managerial activity means such state of psychics a significant feature of which is a motive (wish, yearning, interest…) to decide and lead people. The high performance motivation need not mean the motivation to managerial activity yet, but, the motivation to managerial activity assumes the developed performance motivation of its holder[359] [Tureckiová, 2004, p. 69]. This idea very strongly emphasizes the necessity of permanent strengthening of the motivation to performance in case of all employees, but, especially, the managers, because they predestine a level of motivation of the other subordinate colleagues by managers' high motivation to manage and by their motivation to motivate the others (relation "g" in figure).

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[359] Tureckiová, M.: Řízení a rozvoj lidí ve firmách. Praha. Grada. 2004

Dealing with presented ideas, the motivating (as the process of intentional and permanent influence upon inner and always dynamical motivational structures of the employees) can pump impulses/responses from other processes of the human potential management and development. It particularly concerns the ***exploitation of influence of motivational accent*** penetrated by these processes, evidently, in case of these processes are realized rightly.

An immediate motivational action can be achieved by the thorough preparation and realization of a system of motivation programs, i.e., realization of multitude of motivational processes (relation "13" in figure). This system is created not only by motivation program of the organization, and so not only by one total motivational process. There have to be added also the motivational programs and connected motivational processes for any groups of the employees (groups can be formed in accordance to horizontal, or hierarchical key, age, sex, qualification, length of practice, etc.) into this system. The system must be supplemented by a net of individualized motivation programs/processes which respect the motivational systems of concrete individuals.

A fact is complicating and particularly unclear that a great number of partial motivational chains runs *inside each manager* and also *inside each employee* in the same moment. At the same moment, the great number of further motivational processes is *realized also towards each* of them. And, all these processes can be situated in a different phase of their realization. It means, for example, that first phase (i.e., identification or instigating of desirable needs) is realized in case of one process, second phase (estimation of actual situation and all real possibilities: organizational, divisional, and also individual) is realized in case of the other process. Other process can be situated in its third phase (identification of wishes and goals directed to the fulfilment of defined need) and other is in its fourth phase (implementation of corresponding activities and procedures). Another motivational process can be just ending by fifth phase (assessment of the fulfilment degree of defined goal and final satisfaction, from the point of view of the organization, and point of view of the concrete employee – more information was presented in the chapter about motivational process).

Every phase of plenty of motivation chains and motivational processes, running continuously and permanently, offers the great chance

which should be used by the organizational executive. The executive has to intervene in these processes. We can add to the recommended interventions, for example, change/enrichment of used motivational events and activities, extending/restructuring spectrum of the used motivation tools, preparation of conditions for efficient motivating within the organization, improvement of communication-information flows, development of managerial competences, and motivational skills in case of "problematic" managers, etc.

The primary dimension of final influence of the application of motivation programs and battery of attendant motivational processes can cause desirable removing of de-motivation and increase in the level of human potential motivation. Significant expression/consequence of this dimension can involve the improvement of quality and quantity of work positions, invention, joint ambitions, individual, group, and organizational efficiency, share on relevant market, customer satisfaction, etc. We can considered also a rapid decrease in conflicts number, fluctuation, consumption of work, number of failure, psychic manipulation, unhealthy, and unethical competition, etc. as a mark of successful motivational effort.

The more valuable is ***the secondary dimension of backward influence of the motivational effort***, the more is demanding. It is necessary to master many problems in the intention to increase the chance of motivational processes to the success:

a) It is necessary to assume the individual differences of personalities of the individuals, and "personalities" of groups, and even carefully deal with group dynamics which are characteristic for every group or team.

b) It is necessary never cease in knowing and understanding of behavior motives of the individuals, groups, and all organization, and never cease in disclosing of their needs, interests, ideals, aspirations, imaginations, and wishes.

c) It is necessary to respect a uniqueness of motivational structures, i.e., consider knowledge that each manager or employee can be motivated by the different approach, tool, or impulse, even in case of the members of one working group which includes the individuals connected narrowly.

d) It is necessary to carefully project the content and time horizon of any motivation program, try to exploit such motivational tools, events, activities, and conditions which can be really efficient: efficient in actual time and also towards the concrete employee.

e) It is necessary to motivate managers so that they will be willing (motivated) to exploit motivational effort not only towards themselves but also towards their superiors, subordinates, and organizationally equal colleagues.

f) It is necessary to value, and praise above the average motivation success of the managers, and exploit their skills in the intention of development of motivational skills of the other managers.

In case of successful mastering of the mentioned problems, the secondary dimension of instigating influence (relation "14" in figure) will be felt as lasting and enormously strong satisfaction which will provide the strong motivation of motivators to continue in their motivational effort.

10.2.8. Training and Development of Human Potential

The mission of last from chosen interpersonal processes deals with the efficient development of knowledge, skill, and experience wealth of every organization – its human potential. In present dynamical environment and dizzy acceleration of origin of new and new knowledge, the training and development (together with motivating) have to become the basic and sustainable priorities of every organization.

The learning new information and acceptance of new skills assume sufficiently responsible approach to the *permanent development of one's own personality*. It is often accompanied by failing approaches, ways of perceiving the reality, and applied forms of information processing used by many years. These ones must be systematically substituted by the new, probably less traditional then previous ones, but more productive ways which will provide the higher quality of outputs and exploit wider understanding of the individuals' and groups' intellect abilities. Thus,

the process of training and development, as a process lifelong, is enormously exacting.

It is necessary to emphasize that the training must become an intensive and thorough, especially, in case of managers[360] [Koubek, 2004, p. 192]. Their duty consists in the purposeful leading their subordinate colleagues to the understanding and fulfilling need to develop ones' personality, and, at the same time, creating assumptions that the managers will *want and can* develop themselves permanently. From this reason, it is convenient to instigate and support their **self-developing tendencies** (relation "h" in figure) because the qualified managers put prime condition of action development of the other employees' potential.

Partial processes of the training and development of the employees should be also realized with the strong motivational charge (relation "15" in figure). In these intentions, it is necessary to throw a rich variety of the training opportunities and developmental activities open to all categories of the managers and employees with above the average performance. These opportunities and activities should be understood as a strategic investment of the organization, not as needless, and short-term disposable costs. These qualification-developmental investments must be drawn up with an aim, structure, and manageability which enable organization to address their addressees so that they could provide an expected effect to the organization. Thereto, it is very contributive to know all dominant characteristics and instigations of development efforts of both, managers and employees. We can consider as highly motivating, for example, the creation of a possibility that the experts will be able to share acquired skills and experiences with other experts inside the organization. Namely, an atmosphere of learning (self-developing) organization can in unpretentious way arrange a penetration of new knowledge into the all organization… Every movement to the higher degree of knowledge should be recognized because it could mean the impulse for training and advancement of the other employees/managers.

An ability of manager to be not only a "teacher and adviser" of his/her employees but also a "pupil or student" of his/her employees is sometimes neglected (but enormously influential) factor. It means the ability to do not overestimate a fear or incorrectly assessed dangerous

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[360] Koubek, J.: Řízení pracovního výkonu. Praha. Management Press. 2004

flowing from possible loss of the superior's authority or prestige in such way he will exploit also skills and experience acquired from his/her subordinates. On the contrary, the experience shows that the manager's willingness to be an equal partner of his/her employees can bring him/her the higher prestige than he/she has possessed before.

If in the processes of training and development does not exist any serious defect and processes were realized in instigating way, the *primary dimension of final motivational influence* will be reflected in the employees' closer connection with the organization. A reason of this stage is a cognition that the organization had being helped the increase of employees' value on the working potential market. By this step, their value (in the sense of value as the experts in concrete professional branch) and also their trust of the organization have increased. Another evident contribution can be, for example, the increased pace of the work and work productivity, the higher number of the new propositions of an improvement in the organizational processes, the reviving of human relationships in the departments and all organization, etc.

In the sense of a backward reaction to the primary dimension of motivational effect of training and development processes (relation "16" in figure), the willingness of managers to be a good adviser and teacher of their subordinates will be again initiated. The achievement of the *secondary dimension of motivational effect of training and development* will mean a great satisfaction of the managers of their managerial/motivational effort inside the organization, and will instigate the effort of more dynamical course of the processes – the organization will get to the stage of cyclic dynamic spiral of permanent development and continual progress.

Basic motive and motto of the **presented model** consist in understanding the effort to improve the engagement of human potential through a prism of strengthening its motivation, enthusiasm, and self-trust. In spite of fact that some mistakes, failures, and imperfections (especially imperfections in interpersonal skills and level of emotional intelligence of the managers and human potential experts) exist in the organizational practice, the model presents a wide offer of recommendations, propositions, and inspirations which should be seriously dealt by both, scientists and executives of various types of the organizations.

We can again point out that the strong support and agreement with all this approach from the side of organizational executive is a necessary condition of the fulfilment of motivation penetration to all processes of human potential management and development (i.e., the presented model becomes a functioning and serious part of the system of organization management). In other words, if the organization wants to get into all processes, segments, and decisions in the organizational environment, the top management of organization (also superior authorities) will have to feel the high motivation to this effort. It means the motivation penetration into all organization must start, and it is also starting in real, by the strengthening and penetration of motivation especially to the top management of organization.

11.
MOTIVATION AND
INTERPERSONAL INTERVIEWS

In many organizations, the real work and out-of-work environment places very high requirements and standards upon the employees as well as managers. The phenomenon, which repeatedly assists individuals and groups to successfully cope with these requirements, is their motivation.

The highest degree of motivation accent of focusing processes of management and development of human potential is most probably induced by the effective realisation of ***selective, orientation, appraisal and outgoing interviews.*** Apart from the specified prior aims (to appraise technical-personality potential of applicant, to implant new skills, to inform of result of their performance appraisal, to provide demanded documents), their purpose is to induce the trust of employees towards an organization, to strengthen their willingness to fully engage themselves in particular activities that lead their behaviour to lend itself towards the achievement of an assigned vision or goal.

11.1.
Selective Interviews from Viewpoint of Strengthening Motivation

The basis of the selective (admission) interview is, by a form of bilateral communication, offering the job applicant for true and sufficiently detailed information about the considered workplace, the organization as a socio-economic unit and, at the same time, gaining an objective picture about of the real skills, abilities and personal attributes of applicant. Managers and experts from the organization should realise that this type of interview will enable them to recognise the complex potential of applicants and compare this qualification-personality complexes to the requirements of the position being offered to the applicant.

Therefore, all interviewers should have expertise with reference to the job being offered. They should have excellent communication skills and be able to assist the applicants gain confidence, by showing a positive attitude toward the organization. By using these skills, it will demonstrate ***fortification of motivation of the most suitable applicant*** (applicants) by enabling the applicant to resolve any questions as to their suitability for the position being offered.

The quality of the selective interview process mainly depends on a precise and technically well-managed preparation. In the stage of preparation, it is necessary to select the content and the form of a considered interview in advance. It is especially important to decide what information, signals, thoughts and ***relevant attractive images*** should be gained and given by both sides, i.e. interviewers and applicants. For this reason, the preparation of such an interview should issue from ongoing analyses of a considered working position. The process of selection should be guided by the offered job description and the specification of profile of employee convenient for this job, and thorough knowledge of all facts of the applicant to matches his/her suitability for the position being offered. Documentary evidences should be south to strengthen this process, i.e. Curriculum Vitae, references, application letter, educational qualifications and written verification of previous work experience and skills.

The applicants should prepare themselves for the interview and decide which is the most suitable (and at the same time the most honest and unstrained) method of presenting themselves. They should conduct themselves in such way that they would ***motivate the representative of the organization,*** to make the applicant the preferred choice. It is suggested that applicants should consider what the organization requires and expects from them. For example, they should devote attention to the creation of spectrum of people who have supplied evidences and information about them prior to the interview. The applicant should be well versed in areas, which highlight specific technical and administrative problems within the organization, specifically with reference to the job being offered. They should endeavour to gain as much information as is possible, concerning the organization prior to the interview.

A remarkable way to emphasise the motivation accent of selective interviews is in its initial stage – *opening of the interview*. The opening

is the key factor, which determines the motivation shape of the interview process itself. The main idea at this level is that only in an atmosphere created by open and reciprocal trust with positive emotions (without any stress elements) it is possible to fulfil the main aims of the interview. These positive elements are: reciprocal communication, rising levels of motivation on both sides and a culmination of decisions of choice. It is known that no job interview can avoid stress and certain misgivings. Applicants as well as interviewers want to make a good impression therefore it is vital to focus on *elimination of these negatives*. Therefore, to create a motivation contact, at the start of the interview, it is preferable to cordially welcome an applicant, followed by an introduction to any organization representatives that may be present throughout the interview. It is important to inform the applicant of the format and the way in which the interview will be conducted. Conversation can be initialised by the use of some neutral topics such as weather, sport, town appearance, etc. A very positive approach can be the use of nonverbal communication – e.g. smile, handshakes, relax posture, showing genuine interest and leaning towards the applicant. Positive body language can be a very helpful approach in putting the applicant at ease in what could be a very stressful situation.

Subsequent stages of the interview should carry the signs of motivation emphasis. *Information part of interview* starts from the side of organization representatives by full explanation of all characteristics of organization towards the applicant (vision, mission, philosophy, goals, organizational sections, etc.). Manager which manages the interview has to inform the applicant about a *profile of work place and about demands and features of a job*. Organization representatives should be careful about asking *relevant and at the same time, ethical questions.* They should give the applicant sufficient time to ask his/her questions and willingly provide them with answers.

At the termination of the interview, it is necessary to thank the applicant for showing interest, willingness and cooperation, inform him/her that the organization will contact him/her with the results of the interview in due course. The interviewer should wish the applicant success in all of their future endeavours. At the conclusion of the interview, communication-motivational contact between applicants and organization can result in these "good" tools or wanted phrases. They can rein-

force a positive impression on all concerned or spoil the whole endeavour.

11.2.
Orientation Interviews from Viewpoint of Strengthening Motivation

Orientation constitutes a specific process of management and development of human potential. It requires that the management establish an area of familiarisation of a new employee with the organization, its structure and values, as well as with working position itself and with a team of co-workers. This process implies an effort of involvement between organization representatives and the new employee. The process will shorten and streamline their own cognition and allow the new employee to adapt and be accepted as a member of the workplace who has concrete conditions, needs, norms, approaches and expected skills related to the expected outcome of the required performed work.

As this process of orientation implies, a new employee will be faced with an abundance of new information, impressions, experiences, situations and confrontations, which he/she must try to manage. This period could be *very stressful to a newcomer*. The new recruit will encounter expectations and doubts that he/she is succeeding as an effective part of the workforce. They may believe that there should be accepted criteria of behaviour within the organization. Moreover, a new employee wants above all else, to become an equal among his co-workers. This can produce high levels of mental stress. That is why it is important that managers should aspire to help newcomers to integrate into a new position and into a new social background. Apart from well-prepared orientation programmes, an effective tool for this motivation effort from the position of a manager is the *orientation interview*.

When we consider the newest knowledge regarding the potential problems with management and development of human potential, it should be realised that there are three categories of orientation interviews, and these are entry (introductory), continuous (repeated) and final orientation interviews.

a) ***Entry (introductory) orientation interviews*** should open the whole process of getting to know and getting used to new factual information. The purpose of this interview is to get suggestions and to seek more concrete preferences and visions from a new employee about his/her work activity. In a motivational form of communication, (i.e. in a suitable pace and attractive structure) a senior manager should provide a new employee with all the relevant information dealing with his/her integration into the organization. To reinforce these factors, the manager should once again resort to a positive well-balanced use of non-verbal communication (smile, attentive gestures, etc.). He should show a willingness to help at any time with occupational or social problem solving. This will result in the newcomer having a most pleasant beginning of a new phase in his/her professional life.

b) ***Continuous (repeated) orientation interviews*** should be orientated towards discussion involving facts about the organization and a given task, such as tweaking or changing and running orientation program. This might involve answering obscure questions, problem solving issues that have been incorporated into a new working environment. These continuous interviews should be carried out with a strong motivation emphasis during the orientation period and they should be repeated. A suggested period for the realisation of the continuous interviews is a minimum of two weeks, while the most suitable timescale is to earmark 15 – 30 minutes every week for this motivation communication with a new employee. The interval of the repetition of these interviews depends on the demands of the job position, level of openness of the working team and the ability of a newcomer to absorb the amount of new information. The new employee needs to monitor the success of his/her ability to solve conflicts and complications within the organization.

Throughout these debates, *a manager should try to fortify the motivation of a newcomer* to remain within the organization so long as no difficulties with his/her working behaviour have appeared. The manager should motivate the new employee to exert their full potential with regard to their work effort. During this time, a *new recruit should motivate a superior* (by all his performance and behaviour at these interviews) to enable him to devote quality care to recruit during orientation and to enable superior give support him even after the end of this process.

c) ***Final orientation interview*** is realised at the end of the process of orientation. It should be devoted to the total assessment of the progress and results achieved in this orientation process. It should reflect both the views of the personal specialist and the newly admitted (already orientated) employee. In this interview, both parties should continue in a motivation effort in the same way as in the previous interviews.

It is appropriate, when new staff is informed about the organization **communication codex**, organizational formation and work place in frames of orientation interviews too. Within the framework of knowing and identification with communication codex, the new staff or managers should obtain the survey about forms of communication preferred and desirable in organizational environs and about communication styles at exercitation of internal and external customer's approach towards colleagues in organization and customers in relevance environment, inclusive desirable manifestation of nonverbal communication. The explanation of organizational and grouped jargon and „vocabulary", the identification of procedures for communication situation solution and prevention of contrastive communication, the making more transparent of motivation tool for take the initiative of new subject-matter, the accession of preferred emblems of organization staff and managers (desired wear styles and supplementations, possibly organizational straight-clothes, etc.) can be the content of communication codex.

Communication codex of organization should deal with questions of fruitful communication between old and experienced staff with new also. It should generate the platform for voluntary consulting and accepting of visions, wishes and serious odds of both accessary sides, disposal of limitations, which long-standing staff and managers is not already able to appreciate objectively (i.e. organizational blindness), the ability of applications the latest tendencies and methods, which know the recruits, etc. Organization would positively evaluate this systematic development endeavour, which is result of dynamic co-operation old and new staff. For all that the evaluative sheets of stabilized staff and managers would also imply criteria of development and accepting of new staff potential in interconnection on system valuation complex performance. Thereby organization is able to increase the motivation of stabilized staff at effective attending to recruits, and together supply toward strategic achievement in the future.

11.3.
Appraisal Interviews from Viewpoint of Strengthening Motivation

Appraisal interviews are associated with the highly complex methods of increasing motivation and constantly increasing quality of the complex performance of employees. It represents ***communicational and motivational meeting***, during which time the superior discusses with the evaluated employee, particular aspects of his/her working behaviour and endeavours to establish a process by which the future development of professional and personal potential of an employee is enhanced.

Consistently enforcing ***motivation accent of appraisal interview*** can consequently effect a deeper identification of an employee with organization, to show willingness to increase systematic development of the working results, of creativity and innovation, etc. In the practice of management and development of human potential, the most frequently chosen interviews fall into one of these categories: either an interview at the working performance level with negative aspects to its approach, or one with a positive approach towards working performance.

a) ***Motivational appraisal interview with particular defects in performance*** should be realised by the use of so-called "sandwich effect" technique. The idea is to enter in conversation negative notices or problems that may affect the working performance between *introductory positive statement about performance and final motivation appeal for a future improvement* within the organization. This means, that at the beginning of the interview it is acceptable to put an employee into a positive mood by emphasising the positive sides of his/her performance, objectively. Consecutively, it is necessary, in a tactful and diplomat manner to introduce problematic areas surrounding evaluative reference and give the employee the opportunity to express his/her opinion towards debated drawbacks.

By reciprocal discussion the evaluator and evaluated should *together agree upon the elimination of arisen defects and upon the identification of the most useful motivation tools*, which could help to rise the degree of experienced motivation of employee in regards to remedies. When concluding the interview, the interviewer should repeatedly stress the positive merits of complex working behaviour of the employee. This

will show that the organization, especially the interviewer *has trust in the employee and in his potential.* The interviewer should emphasise his willingness to help the employee in any future reparative effort required.

b) ***Motivational appraisal interview with a positive performance*** is commonly called in practise, an appreciative appraisal interview. Its basis is the knowledge, that *praise and appreciation are important means of accumulation of involvement, loyalty and participation of many employees and managers.* In particular, the expression of appreciation and positive appraisal raises satisfaction levels of the working effort and contributes to high levels of motivation.

Paradox opinions appear sometimes in the realisation that appreciative appraisals can be "dangerous". Some managers might be concerned that employees could probably misread words of appreciation as areas of potential misuse of a situation, or even the offer of financial remuneration. However, this opinion is inaccurate, whereas creative employees and managers (even thou they do not often openly admit it) nurture the feelings of being appreciated by their superiors or colleagues. For this reason, it is very important in this type of interview, to realise that the employee believes that he/she is a valuable member of the working team and for this reason the manager should observe his/her working behaviour very positively and respects it. In this way, positively perceived appraisal interview is a *strong motivation tool for the professional as well as the non-professional future of the employee and his strong engagement and identification with goals of organization.*

11.4.
Outgoing Interviews from Viewpoint of Strengthening Motivation

Outgoing interviews in combination with *outgoing questionnaires* can be a valuable source of important information and knowledge for the organization and its managers. This interview is the final and hence the most necessary form of communication and motivation meetings between the leaving employee and the direct superior manager, who represents the organization in this interview.

By understanding this process, the outgoing interview is an official interview between the line manager (the expert from personal department) and the employee and the manager should endeavour to find the reason why the employee chooses to leave the organization, whilst at the same time thanking him/her for their working contributions to the organization. At this time, it is paramount that the manager should instil into the parting employee, ***as positive impression about the organization as is possible***. Therefore, the outgoing interview should aim at motivation reinforcement of "future former" employees attitude that they would cultivate and strengthen a positive image of the organization in the future – after finishing their function in organization.

From the point of view of systematism of management and development of human potential, it can be suggested the realisation of these basic types of outgoing interviews: forced leaving interview, retirement interview, resignation interview (accepted by management) and resignation interview (not accepted by management). From this group of interviews, the most problematic types of interviews are the forced leaving interviews and resignation interview not accepted by the management of the organization (undesirable leave).

a) ***Outgoing interview at forced resignation*** should be acknowledged by the use of so-called "sandwich effect". Here, the manager should explain to outgoing employee the problems within the organization, which led to the dismissal of the worker even though his work output was positive. This outgoing interview is recognised as the most unpleasant and traumatic episode of an interpersonal interview. For verification of negative social attitudes by management, it is necessary to conduct this interview *with sensitivity*, while at the same time showing *shared emotional reaction* towards the dismissed employee. If it is possible or feasible, the manager should suggest ways in which the dismissed employee might renegotiate future redeployment in case the situation in organization gets at a later date.

b) ***Outgoing interview of undesirable leave*** represents a motivation interview with an employee who shows a desire to resign from the organization but the management are reluctant to lose his potential within the organization. In this situation, the role of the manager or a personnel manager is to hopefully persuade the employee to reconsider his/her decision to resign their post. This type of interview could be deemed as be-

ing an "anti-outgoing" interview, as its aim is to reverse the decision of the employee to resign from the organization. The processes and subsequent results of this type of interview depend heavily on *the communication and motivation skills of the manager* and on possibility to offer employee such motivation instigations and advantages in presenting the interview in such way as to stimulate the employee to reverse his/her decision to leave the organization.

It is important at this stage, to be aware of potential "danger areas" when using these types of interviewing techniques. It is possible for a management, who does not want to lose an employee to overreact and offer him/her *exceedingly* attractive benefits, which cannot and would not be offered to other employees at the same level of work competence. This could result in the workforce putting pressure on the organization to compensate all staff to the same level, which would not be feasible or cost effective. That is why it is necessary to carefully consider which stimulus are from the viewpoint of organization still effective (endurable), and meanwhile sufficiently attractive for the leaving employee.

The success of the interview depends on the *intensity of the desire of the employee* not to work for the organization. If it is obvious that the employee committed in his wish to leave the organization, the "anti-outgoing" interview will be unsuccessful. Nevertheless, if the interview continues and the highly qualified and valued member of staff is still required by the organization, the manager will need to show a high degree of motivation effort, at this stage. The fact that the employee has made a choice to leave the organization may be reversed if he/she is made to question their motivation and loyalty towards the organization.

All these four presented types of interpersonal interviews (selective, orientation, appraisal and outgoing) are trying by its own foundation to help of increasing of the level of felt join, enthusiasm, willingness, engagement and invention of employee and managers. Perfect realization of these interviews is not expensive from the point of finance of the organization, but certainly it is exacting from other point of view – point of view of competency of performers of these interviews, point of view of their effort to realize interview rightly and motivationally, point of view of voluntary overstepping the existing fictive taboo and psychological barriers, etc.

12.
MOTIVATION AND POWER
IN ORGANIZATION

In present conditions of permanent changes, one of prior goals of every organization, which consists the most often in an achievement of long-term development, is realizable only by means of people, their thoughts, propositions, and strong motivation. The employees and managers of organizations devote a great part of their professional abilities, skills, personality competences, and energy, to the fulfilment of formulated objectives. They realize these objectives by their own forces as well as with help of the other people. Thus, the employees and managers meet them with a ***power***. They meet them with their own power those they try to permanently strengthen or preserve. But, they meet them also with the power of the others – they permanently try to weaken this power and usurp this one to themselves, possibly, they try to render this power to their favourers and allies in their organization.

The knowledge flows just from this irrefutable fact that the power is a phenomenon the obtaining of which can be a strong motive of the human behavior. In spite of its imaginativeness, the power is absolutely real. It occurs in all kinds of the organization formations, it means within any organizations, enterprises, institutions, or great or small groups of the individuals.

But, there is a natural attribute in this field, an attention to the motivation as well as the power is not devoted in such extent what is needed. Thereto, the mission of this chapter consists in presenting basic postulates of the power and disclosing of the most important relations of the power to the motivation and motivating human potential.

12.1.
Determination of Power

The power is an expression of mutual relationship between the individuals or groups, when one side of this relationship tries to intentionally influence the other side. A purpose of application of this relationship consists mostly in the achievement of certain goals or norms of the behavior. Generally, the power is an ability to demonstrate one's will, put several goals through (by means of the others), and enforce the maintenance of defined rules, even at price of an overcoming existing resistance. There is an important fact the power (understood as a form of an influence upon the others) may be obtained by his/her efforts and positive charisma. The power may be acquired by a high expertness and valuable professional skills. The power may be provided to the individual or group by an official way through organizational rules, status, or habits. Or, the power may be acquired by a force. This set of ways of the acquirement or strengthening of a certain power of the individual, is not random – it shows the gradualness from positive forms of the power obtainment to negative ways of the power usurpation. But, in case of concrete practice, there is a negative knowledge: the order of presented power forms from the viewpoint of the *number of mostly used ways* in the power acquisition is *just opposite…*

The power may be defined by many other ways. There is a very simple and quite fitting opinion that the power represents a relationship, namely relationship between the superior and subordinate, relationship of man who has an ***ability to enforce upon other man*** such behavior which he/she has disagreed or which could bring him/her a certain detriment[361] [Nový, Surynek, 2002, p. 96 – 97]. R. Hall presents following idea in this area: "Power is distributed between privileged and the underprivileged. Power is a most puzzling phenomenon. On the one hand, power is stable and self-perpetuating. On the other hand, entrenched power can be overthrown with startling quickness,"[362] [1996, p. 111].

But, in wider look on an existence and expressions of power in the organizational environment, we can supplement that it has not to be

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[361] Nový, I. – Surynek, A.: Sociologie pro ekonomy a manažery. Praha. Grada. 2002
[362] Hall, R. D.: Organizations. Structures, Processes and Outcomes. London. Prentice Hall. Six edition. 1996

concerned always with the power relationship based on immediate organizational hierarchy, it means only with relationship between the managers of higher positions and their subordinate colleagues. There are many curiosities of the power relationships known in practice those exist also between the managers and employees without an immediate organizational subordination. We can use as an example the respect of the individuals by all members of the organization (i.e., respecting certain technical competences and contacts of experienced expert who does not dispose with managerial authority although, but, in spite of this fact, he/she is always recognized and accepted positively of his/her professionalism and rational opinions, also by top managers of the organization). Mostly this situation concerns the employees those have participated in the solving of serious organizational problems, whose knowledge and skills was fully utilized in favour of the organization, those have understood the sense of their work, those have had a high feeling of responsibility, have felt satisfaction from their work whereupon their thought have staid identical permanently with the values defined by the organization[363] [Matuszewski, 2004, p. 230].

As another example may be used the effort of *organizationally equal employees or managers* to obtain – for themselves only and at the expense of the others – some advantages or extraordinary opportunities. This effort is understandable to a certain extent. But it presents the power relationship between two subjects those have absolutely identical hierarchical posts according to formal status of the organization, and they have an identical amount of the power flowing from this status, and the hierarchical power relationship between them is difficultly understandable (but much more incorrect).

According to a different point of view, the concept of power is often used in the description or definition of physical, mental, and cooperation resources of man. **Power is the object of desire of people** those want to posses more these resources and possibilities, and thereto, the power is an object of *intentional human behavior*. From this general knowledge flows, in opposite to plenty of other motives of the human effort (success, popularity, proud, carrier, sex, etc.), the basic incentive

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[363] Matuszewski, A.: Problems of Older Personnel Management in Firms. In Zborník medzinárodnej vedeckej konferencie Manažment ľudského potenciálu v podniku. Zvolen. Technická univerzita. 2004

of many individuals' action can consist and often also it consists in an obtaining as great as possible amount of the power. Namely such amount of the power that enables them to act in and out of the organization with a great degree of the freedom and act without any limitations. Starting interconnectedness of the power and the motivation concerns a premise the needs are the basic resource of motivation. It means in this field the need for power can be extraordinarily pressing and strong for some individuals.

F. Bělohlávek presents that the power means the ***ability to control*** human, information, and material resources with an intention to achieve defined goals[364] [1996, p. 130]. Another definition considers the power as an *origin of external as well as internal energy of the individual*. Thus, the power must mean also a physical property, also a function of influence upon events, and behavior, whereupon the power sources can be rational and non-rational[365] [Tyson, Jackson, 1997, p. 92]. Both these definitions point out the deeper connections of the power within the organization – to have the power mean to control (somebody or something). This knowledge creates the impression of an existence of some possible organizational tensions, fear, or stress. The reason of this real threat is based on the fact that a plenty of the individuals do not consider as ethical when somebody controls them and manipulates them. At the same time, these opinions reflect an acute need to revaluate a distribution of the power inside the concrete organization – people with the great power dispose by the great influence upon the others, upon their behavior, and result of all organization. In case of people with a high expert competence, this influence can be a contributive or it can be even indispensable to actual success of the organization. But, in case the power is concentrated in hands of incompetent individuals, this one can cause a non-quality of all action of the organizational team. It means these definitions point out also the need to revaluate the *motivational orientation and values of the holders and performers of power* inside the organization. Apart from work competency, the concentration on personality competency is extraordinarily important, i.e., it is important to know whether the application of power leads to the fulfilment of not

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[364] Bělohlávek, F.: Organizační chování. Olomouc. Rubico. 1996

[365] Tyson, S. – Jackson, T.: Organizační chování. Praha. Grada. 1997

egoistic and short-term intentions, but just contrarily, intentions which are common (organizational) and long-term.

A. Etzioni differs power according to the means by which the members of organization comply[366] [1975, p. 12]. In this understanding, author considers with a ***coercive, remunerative, and normative power***. The coercive power relies on the use of threats, or physical sanctions, or force, for example, controlling the need for food or comfort. The remunerative power involves the manipulation of material resources and rewards, for example, through salaries and wages. The normative power relies on the allocation and manipulation of symbolic rewards, for example, esteem and prestige. Just this last opinion emphasizes the mutual (practical and philosophical) connection of the power with the motivation. The instigation of a certain behavior by a certain way and in a certain direction (evidently without using coercive means and demotivation tools, such as mentioned threats and sanctions) generally means an effort for the strengthening and navigation of motivation in desirable orientation…

12.2.
Subjects of Power Relationship and their Motivation

All previous definitions content an interesting and important aspect: the power has not any sense (it is only an abstract, hypothetical, unachieved concept) when it is not applied. At the same time, a power exertion determines categorically that ***two subjects (two sides)*** have to always exist/occur in the power relationship whereupon these ones dispose with the ***motivation*** which is ***absolutely different and simultaneously identical to a certain extent*** (Figure 35).

One of these subjects is the individual or group with the power which is higher than the power of other individual or group. This subject tries to exert his/her power towards other subject (i.e., object of power relation); the other subject (object) may be either the individual, or group, or all organization. The motivation of first subject focuses to the

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[366] Etzioni, A.: A Comparative Analysis of Complex Organizations. New York. Free Press. 1975

obtaining of internal satisfaction (self-realization), which is noticed also by social surrounds of this subject, and flows from real exerting of his/her own power, sometimes without regard of basic motivation of the organization – i.e., to act effectively and dynamically.

The second subject/side/object in power relationship must be the individual or group of individuals those let the power affect upon them either voluntarily (with full agreement), by enforcement, or by difficulty perceived manipulation.

The motivation of this second subject (i.e., object) is very interesting. Sometimes, this one consists in the full acceptation of power in hands of power authority whereupon the subordinate individuals assess as right that just this authority has greater power than they. They do not want to clash with these individuals or groups. They even try to help these individuals or groups in every possible way and attempt to be obliging towards them. But, in quite often cases, the individuals or groups let the power affect or exert upon themselves as if they known that the way of resistance would be too demanding and maybe also invincible in this real situation, and so, it would be more rational to subordinate themselves to the power authority (even in case this authority is less valuable in viewpoint of his/her personality). From the side of controlled by power people, this situation is assessed usually as individually desperate (without any positive solution). According to their opinion, this situation is characteristic by parameters those are achievable only through common/cooperation effort whereupon the cooperation is necessary just with this individual or group with greater amount of power (i.e., power authority). The behavior of these people is motivated by the effort to decrease the expected loss to as low as possible degree, namely, the loss which could mean the working (carrier), personality, interpersonal, emotional, etc. this one.

On the basis of mentioned above deduction of different tensions of the power relationship participators, it can be devoted attention also to the field of *identical motivational orientation* of primarily antagonistic power subjects. This primarily identical motivation means the effort of each of the subjects to gain the greater share of power than they have had before. As presented, this power-hungry behavior can take on itself the form of unethical, even aggressive, manipulative effort which is often characteristic by escalated inter-personality and intra-personality

conflicts. These conflicts are full of undesirable stresses and uncontrollable human emotions (i.e., anger, fear, hatred, etc.).
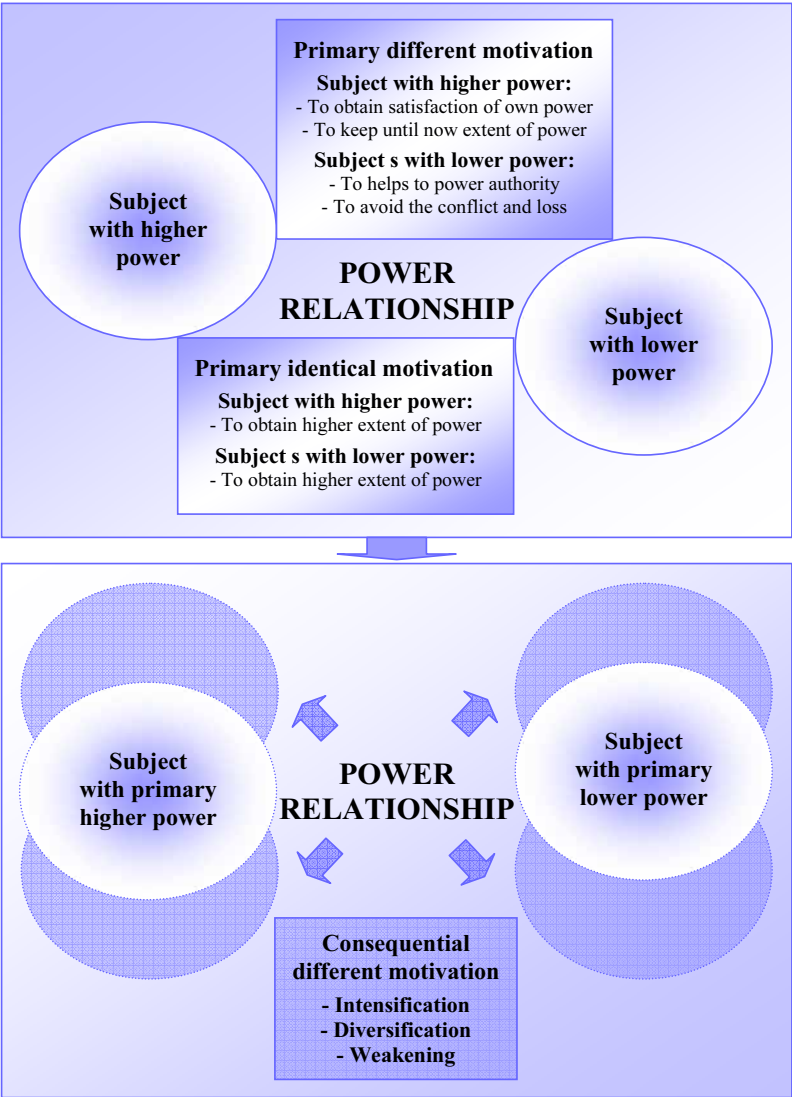

Figure 35: **Subjects of power relationship and motivation**

There is a paradoxical fact that this primarily identical motivational ambition of the participants of original power relationship (i.e., to acquire greater extent of the power) can lead consequently to absolutely different motivational efforts in a new power relationship, **to the significant intensifying, diverting, or weakening of the participators' motivation to the future**. It is possible, for example, the participant *who was not successful in origin power fight* (he/she has not gained a greater amount of the power in actual situation), could try to utilize any opportunities for improving his/her position towards the considered opposite side in next relationship. Or, this participant can intentionally inflame the new power fight which brings him/her the greater power amount in comparison with previous state. A situation can happen in other case, the individual, *who was successful in origin power relationship* (he/she has gained more power in comparison to starting conditions), can also try to inflame the new power fights and obtain more and more advantages in this way. The reason of this power behavior flows from acquired feeling of power excellence of this participant. Also *positive knowledge of both sides* might be understood as a consequence of originally identical motivation efforts of the power fight participants that the power fight has demanded too much forces and motivation. Then, the power subjects should decide to behave towards the individuals and groups in more conciliatory and more tolerant way.

It can be interesting and very instructive to present ideas of A. Petigrew who concerns the theme of an **"impairment" of the motivation** of insufficiently competent managers in their relationship towards subordinate creative experts (specialists). Searching course of processes of the power expressing of the managers towards specialists within the organization, author creates so-called catalogue of trickeries[367] [1974, p. 24 – 30]. This catalogue describes the ways through which the managers undermine specialists' trustworthiness in situation when the managers want to hinder the realization of certain changes proposed by these specialists. In these situations, the managers try so that the reports and information provided by experts cannot achieve any more significant effect, namely in various following ways:

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[367] Petigrew, A.: The influence process between specialists and executives. Personnel Review. No 1/1974

- *A strategic refusal*. If the manager is self-certain and has sufficient amount of the power, he can refuse information and propositions of the expert.

- *A putting into a drawer*. The manager sends a report in which he/she evaluates the expert's instigations although but then he/she will postpone these ideas and forget these ones.

- *A mobilization of political support*. The manager refers to trust of his/her colleagues.

- *A pedant tactics*. The manager emphasizes less important details whereupon he/she utilizes any mistakes within trifles for a discrediting all proposition.

- *An emotive tactics*. The manager relies upon the impressiveness of emotional states, for example, consequences of considered act.

- *An uncertain future*. This trickery contents the confirmation that information can be exact although but this one is not respecting the future changes.

- *Invisibleness.* The manager avoids contacts with this expert, often with help of his/her assistant, so any discussion is not possible.

- *A requiring of further information*. The manager demands additional information from the specialist with argument that the conditions are changing or the manager enforces expert to specify the interesting passages of report.

- *A scapegoat*. This tactics is often utilized as a threat in case of any proposed change.

- *A digress from the subject*. A discussion is intentionally digressed in different direction, out of basic gist, whereupon the attention is focused only to less weighty circumstances.

Evidently, this form of motivation and the content of relationships of the managers towards enthusiastic specialists of the organization are not convenient absolutely. A continuous demotivating and suppressing of self-trust and inventiveness can lead to the state the experts can resign from every next proposals and ideas – their motivation for the arising of new changes within the organization decreases on minimal degree. But, it can be much more dangerous if the motivation for permanent im-

provement of processes is inertly implanted into motivational structure of the expert, and the organization does not build the space for realization of this motivation by means of an incompetent manager, then the expert will can decide to realize his/her imaginations and requirements in the environment of other organization, in condition of the other employer.

13.
MOTIVATION AND CONFLICTS

Natural part of employees' and managers' life in the organizations is a permanent and often also tedious solving of lot of work and extra-work problems. The employees are able to master many of these problems and difficulties with their own forces; the solving of other problems can be accompanied by help of the other co-workers and close relatives. A spectrum of mentioned difficulties is supplemented by situations and realities which in significant negative way affect the intrapersonal (internal) mood of concrete employee. Apart from these intrapersonal tensions, there are happening situations those are caused or are causing the misunderstandings in interpersonal field – in the field of relationships with the other individuals or groups.

13.1.
Influence of Conflicts upon Level of Felt Motivation

Arisen misunderstandings and escalated situations of intra-individual or inter-individual character can be called as the conflicts. In these intentions, the conflict represents an instigative or contrarily destructive collision of the interests, ambitions, efforts, and expectations opposed and denied mutually them. Thus, the conflict arises in conditions when certain interests are colliding. Just the collision of interests and aspirations absorbs a great amount of an enthusiasm, élan, and innovations within the organization. It **decreases the motivation** of the individuals and groups, and in this manner, it directly affects the decrease in their performance quality and quantity. The conflict can cause deep impacts upon the behavior in the future whereupon these impacts will probably have to be solved or removed for long time and with using of wider spectrum of arrangements and tools.

On the other hand, apart from negative impact, the conflict can have a very positive influence upon the motivation. The existence of some

conflicts can inflame the individual to desirable action and needed re-valuation of his/her own behavior and reactions on various instigations. Some conflicts can give the individual a necessary energy and ability to influence the progress of situations and created conditions. The conflict enables **to strengthen motivation** and positively affects the structure and intensity of motivational efforts. In this manner, the conflict shows an immediate feedback towards a possible growth of exerted perform-ance and a relived development of professional-personality potential of the considered individual or group.

On the base of mentioned ideas, we can present that the conflict shows strong motivational or demotivational effect upon the individu-als' behavior. A perceived **intensity of conflict** can be in this look moved in the boundaries from very positive to very negative conse-quence on the felt motivation of considered man.

If *too great amount of various conflicts* affects the individual, he/she will be deprived of his/her action-ability and rationality at a great extent. The effort of the individual to successfully solve almost some from the actual conflicts, or avoid the possible future conflicts, can re-duce his/her force to act purposefully and conveniently in the frame-work of expected and effective schemes of the behavior.

But, *usual measurement of the felt and experienced conflicts* shows very desirable influence upon the individual's motivation. The individ-ual can devote a required amount of time, energy, obligingness, crea-tiveness, responsibility, flexibility, and inventiveness to his/her work ef-fort. An adequate number and structure of conflicts, which he/she has to overcome, instigate the individual to permanent improvement and prompt solving these conflicts whereupon he/she is not blocked by these conflicts yet.

Analogously, in spite of a primary cognitive paradox, *very low measure of experienced conflicts* causes an inconvenient effect upon the motivation. The individual behaves according to rules and principles lastingly utilized and unaltered. He/she is not forced to concern with ef-fectiveness of his/her action, he/she does not feel any pressure of a needed origin of new propositions and improvements – he/she does not look for necessary organizational changes, does not adapt to these ones, and even rejects these ones. It consequently can lead to total stagnation, and decrease in value of his/her technical-personality potential and, also

his/her value on internal and external job market (i.e., market of working potential).

Because there is a great amount of various intentions and efforts within the organization, it is always built a space for certain disagreements or tensions arising between the employees, and the managers, or inside them. On the basis of this fact, a conclusion can be accepted that the conflict is the natural part (component) of behavior of the individuals and groups within the organizations. If the conflict is not solved in right time and in correct way, it means if too great number or too great intensity of conflict exist, it can mean the unfavourable impact upon the organization.

13.2.
Causes of Conflicts Origin and Classification of Conflicts

Knowing causes/reasons of the conflicts arising can helps the managers and employees to predict these ones. Conflicts mostly arise within the organization in these situations:

- *A discrepancy of the personalities,* where the cause of conflict origin can consist in the individuals with conflictful personality characteristics (for example: too egocentric, too over-sensitive people).
- *Boundaries of the job contents* of particular employees and departments, interdigitated or unclearly defined.
- *A rivalry of limited resources within the organization* effectuated by some individuals or groups of the organization.
- *Demanding/loading situations,* for example, long-term stress, overburdening, tiredness, or frustration of the managers or subordinate employees.
- *An inadequate communication,* existing obstacles, or one-sidedness of the communication, incorrect utilization of the communicational channels, and skills.
- *Too complicated structure of the organization,* such as too high amount of the hierarchical levels and too various manifoldness of the realized tasks.

- *Unclearly defined objectives, goals, strategies, tactics, proce-dures, rules, principles, values, norms, habits,* etc.
- *An unfavourable group atmosphere*, for example, individualism of the group members, building of the cliques, passivity of some members, etc.
- *An unfavourable situation of the organization,* for example, last-ing loss of the organization, forced dismiss of the employees, weakening of the market position, financial resources shortage, threat of the bankruptcy, etc.
- *Unachieved expectations* of the individuals or groups within the organization, for example, non-keeping to the psychological contract.
- *Various structural conditions,* for example, great number of the employees, their non-homogeneity, utilized styles of the leader-ship, extent of the participation, non-objective pay system, form of the exerted power.
- *Unsolved or suppressed previous conflicts*.

For better understanding of gist of the conflict and its relation to the human potential motivation, it is suitable to consider with the classifica-tion of conflicts, especially, from the viewpoint of an internal content of conflict. According to this point of view, the conflicts can be classified into intrapersonal, interpersonal, intra-group, and inter-group these ones.

The intrapersonal conflicts arise inside the personality of man. These conflicts afflict man more or less, in dependency on, what he/she has to decide about, and what problems he/she has to solve. They usu-ally mean the collision of two or several goals, values, and needs impor-tant for this employee whereupon he/she has to resolve for only one al-ternative from these ones in actual moment (stage)[368] [Nový, Surynek, 2002, p. 153]. The intrapersonal conflicts are less visible outwardly than open conflicts between the people, but, these ones are more danger, and can cause a serious psychical disorders, and nervous breakdowns. There exist some kinds of the intrapersonal conflicts: conflicts between two positive realities, between two negative realities, between positive and

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[368] Nový, I. – Surynek, A.: Sociologie pro ekonomy a manažery. Praha. Grada. 2002

negative reality, between positive reality and ban, and conflict between negative reality and necessity.

In case of the *conflict between two positive realities,* the individual resolves between two equally attractive objects, values, or activities which he/she cannot achieve simultaneously. A choice of one possibility excludes other one (e.g., realization of two demanding professions at the same time). This kind of conflicts is not too unfavourable because the intensity of conflict is low. In case of the *conflict between two negative realities,* the individual has to resolve between negative values, or goals, or inconveniences. He/she has to choose between two bad possibilities, and he/she considers what "evil" will be more favourable for him/her. This type of conflicts is always unfavourable because the strength of conflict is the greatest. The individual almost hesitates a certain time, looks for escape, respective, looks for third solution. If he/she has resolved for one of unfavourable solutions, he/she can start to act. But, after some time, his/her motivation and activity start to weaken – the stage of irresolution and hesitation becomes in this situation.

The conflict between positive and negative reality arises in situations when the individual is attracted to a certain value or activity by something, but at the same time, something repels him/her from this one (for example: an attractiveness of desired profession and simultaneously a fear of too great effort exerted into this profession). From general point of view, the orientation to start considered attractive activity can dominate in case of this employee, but, in nearer time or look, the motivation to resign from this activity can strengthen. In situation of this decision-taking, the intensity of conflict is on middle level.

The conflict between positive reality and ban represents the conflict in which the individual consider a certain value or activity as very pleasant (favourable), but, from viewpoint of general rules of group, organization, or society, he/she must not try to obtain this one.

The conflict between negative reality and necessity arises in situation when the individual has to decide to start to effectuate or realize a goal which he/she takes for unattractive, even unfavourable. But, nevertheless the circumstances force him/her to realize mentioned activity or goal.

The interpersonal conflicts mean the conflicts arising between two individuals. These ones origin through collision of opposed attitudes, in-

terests, and needs. It is possible to add to this kind of conflicts, for example, the conflicts arising between the manager and his/her subordinate as well as the conflicts among the subordinate employees mutually, the conflicts between two managers of different levels of the organizational hierarchy, etc.

The intra-group conflicts represent the conflicts arising inside the work groups, and teams, or inside the informal small groups, or greater alliances. These ones can consist in various tensions or controversies among the members of considered group. The causes and course of these conflicts have to be necessarily monitored carefully so that the impairment of relationships in whole group cannot be happened on the basis of these ones, respective, so that these ones cannot lead to the total destruction of common motivation and also disintegration of all work group consequently.

The inter-group conflicts are the conflicts occurring between two or more groups within the organization. These ones can exist between the older versus younger employees, between the stabilized employees versus newcomers, between the productive versus unproductive sphere of the organization, between the operative employees versus managers, etc.

13.3.
Resolution of Conflicts and Motivation within the Organization

It is not possible to block totally an origin of conflicts within the organization, but, it is possible to prevent these ones to a certain extent. In case the controversies and misunderstandings start to grow into the inconvenient conflict situations, it is necessary to mobilize all available resources and forces so that these situations could be solved. It means the organizations can try in this way to utilize **the mechanism of preventing, clearing, or mastering of the conflict**. Very effective way of the conflicts prevention consists in the application of a *certain non-conflict and motivationally tolerant detached point of view over the considered situation* from the side of organization's members. It means

the utilization of positive approach towards the potential collisions or differences of opinions so that these ones will not grow into the open conflict. This way of conflicts prevention is based on obliging and rational approach toward the other individuals and groups within the organization and it assumes the high degree of advancement and tolerance of the possible contradictions participators.

In situation the conflict exists already, one of techniques of its solving is a ***peacemaking of engaged parties***. The conciliation (peace) can be achieved if the organizational executive will motivate the participators of conflicts for conflict stoppage – one or both parties can obtain a certain reward in meanings of incentive for the conflict finishing. For example, in case of the conflict between the employees and organization, the employees can gain certain privileges in the form of relief of certain organizational norms which they have taken for too hard or meaningless.

The conflicts within the organizations can be resolved also through an ***engagement of third party***. The third party might be a *larger organization* that simply orders the conflict behavior to cease under the threat of penalties[369] [Hall, 1996, p. 135]. The third party might be also a *mediator* that could stop the conflict, decrease its intensity, or contribute to its resolution. With utilization of motivational manner, this participator might, for example, present the new ways of resolution or present even final resolutions which would not been considered by participating parties before. This resolution might be a totally new or might be used the resolution already known, but this resolution was not acceptable by the conflict participants before. However, in actual situation, this solution is presented by third party, and it one has to simply become an acceptable. In case of this conflict situation, the **motivating** takes a form of more brusque and stricter influence upon the conflict participants.

In field of the conflict resolution, it is needed to know that the conflict has its objective and also subjective components. *The objective component of conflict* means its content, i.e., concrete theme or problem which is considered by participants as controversial and which has really inflamed the dispute. *The subjective component of conflict* is represented through emotions those are experienced by the engaged parties.

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[369] Hall, R. D.: Organizations. Structures, Processes and Outcomes. London. Prentice Hall. Six edition. 1996

We can rank among these emotions, for example, fear, frustration, stress, aggression, intensive egocentrism, etc. The components affected emotionally strengthen the subjective subpart of conflict, and in this way, these ones complicate the resolution of realistic and objective conflict content. Thereto, any conflicts resolution has to be necessarily accompanied with extraordinary attention devoted to emotional character of the individuals' and groups' behavior. This fact can help to more effective and painless solving of arisen conflicts and misunderstandings within the organization.

Generally, the conflict resolution should be based on following **two dimensions of conflict situations**:

a) *A self-assertion,* i.e., the degree to which the participant of conflict tries to achieve his/her goal, often regardless of the other participant.

b) *An obligingness,* i.e., the degree to which the conflict participant tries so that the other participant of conflict can achieve his/her goal, or so that the relationships between them can be maintained, or improved.

Using both mentioned dimensions, it is possible to describe five basic ways of the resolution of conflicts[370] [Thomas, 1976]:

Integration connects a high degree of the conflict participants' self-assertion with the high degree of participants' obligingness. This one consists in the conflict resolution achieved through way called as "win – win". In spite of the great effort for assertion of his/her interests, the degree of obligingness is so high that the participants will be able to master conflict effectively.

Compromise means a middle degree of an assertion of the intentions and the middle degree of an obligingness of the individuals and groups participated in conflicts. This one represents the effort to find a compromise solution whereupon the goals of both participants are achieved at partial rate. Each of controversial parties gives up something in this situation. Any party is neither obvious winner nor defeated rival.

Adapting means the low degree of self-assertion related to the high degree of obligingness. One participant makes a concession so that the

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[370] Thomas, K.: Conflict and Conflict Management from M. C. Dunnet. Handbook of Industrial and Organizational Psychology. Chicago. Rand-McNally. 1976

other participant can achieve his/her own goal. In this way, it may be provided a fulfilment of expectations of the opposite party. Effectuated adapting can be helpful in next interactions with this individual or group within the organization.

Rivalry is characterized by the high degree of assertion of conflict participators' ambitions and by the low degree of their obligingness. It means the opposite to the adapting. This resolution is often utilized by the individual who want to win in actual controversy. It is manner called as "win – loss". This individual or group does not concern about the opposite party. It is important only so that the individual can achieve his/her own win, without regard to a situation of the conflict rival and future work and extra-work relations with this rival.

Avoiding is characteristic by the low degree of the self-assertion and also the obligingness. The potential participant tries to prevent the conflict, or he/she overlooks this conflict, or puts off its resolution, or tries to avoid this one. This form of the conflict "non-solving" can be purposeful in some situations because it seems that some conflicts can naturally vanish or stop to be enough pressing. However, sometimes, the overlooking of the existing conflict could cause a total impairment of actual and future state of the individual, group, or all organization.

13.4.
Consequence of Conflict and Possible Influences on Motivation

Respecting present knowledge, the resolution of conflict leads to situation which can be marked as a **consequence of conflict**. The resolution of the certain conflict does not lead to the stage of total settlement. If all basic problems and their causes are not cleared, the *possibility of origin of future, maybe even more serious conflicts* will be a part of this consequence.

If the resolution of conflict leads to the higher motivation, the harmonization, the communication without obstacles characterized by correct utilization of an active listening and an empathy, the higher degree of mutual knowledge sharing, the decrease in fluctuation and stress

within the organization, such situation can be understood as a positive consequence of the conflict. But, because every organization represents an open system (i.e., open inward and also outward, with the high degree of dynamics and relations among the involved components), it is impossible to guarantee that the successful resolution of previous conflict can be effective forever. Experienced changes of moods, intentions, needs, ideals, desires, environment, and altered conditions in the organization „... can lead to new conflict situation among the same parties or with others,"[371] [Hall, 1996, p. 136]. We can note in this field the **resolution of concrete conflict leads to the significant intensification and changes of the participants' motivation to the future**. This idea, in connection with previous text devoted to the ways of solving conflicts, is illustrated in Figure 36.

Analogously, as presented in previous chapter (in passage about consequences of the power fight), it is possible, for example, that the participant, who *was not successful in conflict situation* (he has lost in this situation), can inflame his/her motivation and try to use any opportunities to improve his/her position towards the concerned opposite party in future conflict – in conflict which he/she will intentionally instigate. In other case, a situation can become, the individual who *was more successful* (he/she has won), flowing from obtained feeling of his/her excellence and feeling of joy of the win, can try to inflame the new conflicts with a purpose to gain the new wins and greater advantages.

But, a situation is possible also that *the both engaged individuals feel they was not fully satisfied* in actual conflict. Possibly, they feel an incomplete win or even a certain loss. Probably, one or even both of these parties will try to fulfil their imaginations/expectations in the future. Thus, they again will instigate the conflicts with the same individual, or with the same unsatisfied group, or with any member of the organization whom they will consider the convenient partners for inflaming a new controversy.

Also the *positive knowledge of both parties,* that the conflict was very expensive – this one has cost too much forces and motivation, could be viewed in the role of a certain consequence of the conflict.

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[371] Hall, R. D.: Organizations. Structures, Processes and Outcomes. London. Prentice Hall. Six edition. 1996

Then, the conflict parties can concern that it is much more suitable to don't let the conflict grow into pathological extent in the future.
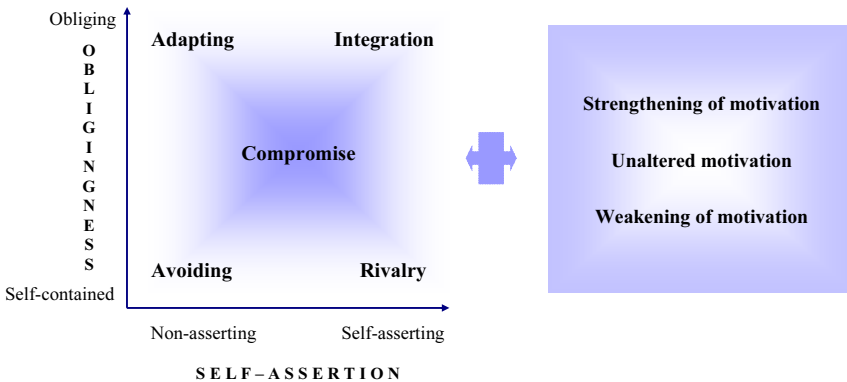
Figure 36: **Forms of conflicts solution and their consequences on motivation**

In spite of the fact that the conflict is usual reality within the organization, and that it often affect the motivation in convenient way (this one helps necessary intrapersonal, interpersonal, intra-group, inter-group, and organizational changes), it is needed to search carefully the development of every conflict. It is needed also to decrease its negative impacts by means of the utilization of adequate tools. It is necessary to remove all causes of undesirable conflicts in such intention so that the employees and managers can prevent origin of harmful conflicts in the future, and so that they enable to stop the weakening of the individual and group motivation. From the viewpoint of the achievement of higher effectiveness of the individuals, groups, and all organization, it is also necessary so that the employees and managers will try to eliminate useless conflicts and devote their full potential towards the permanent progress of the organization.

14.
MOTIVATION AND ORGANIZATIONAL CHANGES

Nowadays, a lot of organizations undergo many changes and the great number of changes waits for organizations yet. The extent of changes is really great quite often. Surely, the impact of these ones upon the work future of many employees also will be serious. Thereto it is natural the majority of employees often perceives prepared changes with a certain fear and different motivation.

14.1.
Gist and Basic Characteristics of Organizational Changes

Generally, organizational change means a slump change of a certain direction, shape, or form in the framework of the organization. At present, it is possible to identify two basic mainstreams of changes understanding within the organizations. First mainstream consists in the *change of formal structure, procedures, and systems*. Second mainstream means the *direct affecting of way in which people act within the organization in the role of the individuals and in which they act among them mutually*. Both these understandings are necessary in all organizations because these ones supplement one another. Perhaps, the most important is a fact the members of organization are able and willing to identify themselves with goals of the organization, they act and behave towards themselves and towards the others in such constructive and effective manner so that they can achieve these goals. In the organizations in which this intent is turning out well, it is possible to implant successfully almost any structure or system. An efficiency will be remarkably increased if adequate structure and systems instigate positively this activity (or they do not hinder this activity at least)[372] [Tyson, Jackson, 1997, p. 189].

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[372] Tyson, S. – Jackson, T.: Organizační chování. Praha. Grada. 1997

According to opinion of J. Mihok and Ľ. Jahnátek, the most often changes concern with the strategies and tactics of the organization, production programs, and organizational components, particular forms of the organizational authority, responsibility level of various groups of employees, and utilized forms of the organizational communication. At the same time, the changes are often assessed in relation to the adaption, stability, and organizational prosperity[373] [In: Sakál et all, 2007, p. 509].

However, so that the certain change can be realized within the organization, it will be needed firstly to know whether the considered *change is desirable and admissible*. The obtainment of this certainty is helped especially through utilization of the systematic and realizable means (criterions) of performance monitoring of the employees and all organization, the means of effectiveness measuring, measuring of improvement potential, external environment monitoring (products and services market, competitors' behavior, suppliers' and partners' reliability, etc.).

There is an unfavourable fact in this field, that in spite of serious need for a certain change, the organizations often meet themselves with refusal attitude of their employees. A reason of this fact is based on the knowledge the people close themselves into fixed stereotype of behavior and proceedings, and usually refuse any changes, and defend themselves towards the changes not infrequently. Just *past successes* of the organization represent a factor often that *contributes to the future failure* at the greatest degree. People overrate past successes and they issue from assumption the past success will provide also the future success automatically and without greater exertion. But, just the opposite is true. The future success will be provided only through really high motivation and high-quality efforts of all employees and managers within the organization. Thereto, it is needed to persuade them that the change is necessary and that the real situation demands this change. It is needed to persuade all engaged employees and managers (not to manipulate them) that an existing course of activities and processes is not effective, that just through change is needed *to utilize achieved successes rationally*, and

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[373] Mihok, J. – Jahnátek, Ľ.: Strategický krízový manažment. In: Sakál, P. a kol.: Strategický manažment v praxi manažéra. Trnava. Slovenská technická univerzita. 2007

that it is needed to achieve the improvement of the present and future function of organization and behavior of its members.

In wider context, the managers and human potential experts may use some of following **strategies for decrease or even elimination of resistance towards the change** [supplemented according to: Donnelly, Gibson, Ivancevich, 1997, p. 591][374]:

1. *A training and communication*. One of the most often utilized ways of resistance decreasing consists in an open and motivational communication with all employees and managers, educating them, and preparing them to positive gist of the change before the considered change will become. To decrease the resistance towards change can be helped by, for example, simplification of the change process, emphasize of rationality and advantages of the concrete change, and maintenance of high degree of informedness about particular prepared events and arrangements.

2. *A participation and involvement*. The organization can achieve an agree attitude of change participants in a way this one will involve as great as possible spectrum of the employees and managers into a preliminary phase and consecutively also into phase of an implementation of considered change. If these participants feel they propositions, instigations, and attitudes have become a firm and valuable component of the effort for change, they would express lower tendency to the resistance, and they would be more willing – more motivated – to involve themselves into change. Even, it is possible to achieve a state in which the employees and managers will intentionally look for new instigations and also call up the new changes whereupon they will try to involve the others into changes.

3. *A making easier and support*. The important feature of change management consists in a supporting change participants and helping them in all available means. It can be understood as convenient in this area, for example, expression of interest in employees' and managers' problems, careful listening to their opinions, supporting them at various important circumstances,

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[374] Donnelly, J. – Gibson, J. – Ivancevich, J.: Management. Praha. Grada. 1997

and helping them in making change easier, especially, in situation the resistance towards the change is arisen through fear, or anxiety.

4. ***A negotiation and agreement***. It is possible decrease the measure of resistance to the change also by means of negotiation. Conducted discussions and realized analyses enable managers to disclose the various elements or aspects for suitable negotiating and achieving actual and as well as strategic agreement. However, every agreement, accepted by both engaged parties, must be fulfilled so that the impairment of trust among the organizational members and impairment of their motivation need not be happened. In case of providing any reliefs to changes participants, it is necessary to consider with the possible inconvenient event in such meaning so that the individuals, those are not concerned with change, and those are not involved into the change enough, will not also start to require the various reliefs and rewards offered to direct change participants.

It is needed to mention also other important aspects of affecting the willingness of organization members to involve them into the prepared changes. The calling up of need for change demands strongly certain ***dissatisfaction*** with an existing state. However, there has to exist a ***vision*** that is shared by all or some of engaged employees and managers at least whereupon they have to understand the gist of particular phases or steps of the change realization. Probably, the most important aspect of the new change arising is an aspect of ***change costs***.

C. A. Carnall presents that from the viewpoint of people' preparedness to change, there exist two totally different forces in this field which affect them[375] [1990]. First plain is represented by forces inside the individual – ***intrapersonal forces***. These forces include, for example, the knowledge, the skills, the experiences, the motivation, the responsibility, the self-confidence, and the resistance to certainty. Second plain is represented by forces inside the system – ***intra-system forces****,* which include, for example, the culture of organization, the level of common consciousness of all organization members, and way in which the organization accepts consequences of its successes and failures existing so

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[375] Carnall, C. A.: Managing Change in Organizations. Prentice Hall. 1990

far. The combination of these forces (factors) is usually known as a **degree of perceived safety**.

If the *degree of perceived safety is high or low, then the reaction to change will be rather declining, passive, or impaired*. People will put off the change and slow down this one, what may be generally understandable. If the degree of perceived safety is high, nothing will force the individual or group to the change. On the other hand, if the degree of perceived safety is very low, the individual will consider anything different (different from actual status) as very threatening. Only in case of *middle measures* of perceived safety degree, the reaction to change will be *favourable probably*. In this situation, the positive reaction will include the kind of behavior based on the listening, explaining, using various variants, and consequently based on assessing and implanting new information into the manners in which people perceive what happen around them.

Important reality in the field of provide a willing and motivated approach towards the change is the concerning ***change in the relation to power or influence*** within the organization. Changes may be seen as a threat to the power or influence of certain groups within the organization[376] [Mullins, 1991, p. 503]. These ones may be taken for danger loss of control over decisions, resources, information, and even behavior of the involved individuals or groups. A situation can be used as a convenient example, if the managers resist the building of quality circles or engagement of the operative employees into the status of organization managers. Some from existing managers can understand this situation as an increasing of the importance and influence of non-managerial personnel, and some of them can feel this fact as a threat of their own power, position, status, privileges, advantages, etc. gained so far. This situation reflects an often event seen within the organization – if the individuals or groups, in a certain time, feel the intervention into their territorial or power rights, they will probably express the significant resistance towards the change, i.e., their motivation towards the change will be negative, and they will block change with all available means.

From the viewpoint of psychological knowledge, it is convenient to consider with fact the more the people are participating in the processes

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[376] Mullins, L.: Management and Organizational Behaviour. London. Pitman Publishing. 1991

of changes and the more they may express their opinions about shape or form of changes, the more they can be involved and completely absorbed in the course of these ones. But at the same time, the *defined goals of change must be precisely concretized and realizable*. Also, it is needed to concern with time actuality – the employees and managers have to know that they may effectuate something effective immediately, not after a certain time period running. Thereto, the running of time could cause that their enthusiasm, courage, or built agreement might be faded away and might be lost.

14.2.
Motivational Equation of Organizational Change

An equation of organizational change provides useful and clear aid for an identification of motivation of the individuals that they are able and willing to devote to the prepared change. The equation is important mainly in the area of the strengthening of individuals' and groups' possibilities to change something within their organization, and the increasing of assumptions and opportunities so that they can implement these changes. The motivational equation can be expressed in following relation:

$$M = D \cdot K \cdot P \cdot R,$$

M means the intensity of motivation for change,

D means the perceived dissatisfaction with existing situation,

K means the level of knowledge of future practical procedures and steps,

P means the real, rational picture of future state,

R means the level of inner responsibility of change participants.

The dissatisfaction with present causes an accumulation of energy, élan, and motivation for change, however, at the same time, if the high level of clear goals and knowledge exists about, in what way they have to continue. Without clear goals and information, the change can be marked negatively – it can lead to the disappointment, demotivation, anger, dejection, and apathy. Apart from this equation, it is important so

that the following inequity can be valid for perceived price of running change:

$$M > C_m + C_f + C_c + C_t + C_p.$$

*The motivation for change **must be higher** than the expected costs of change realization (C), namely material (C_m), financial (C_f), capacity (C_c), time (C_t) as well as psychological costs (C_p)*. It is generally verified if the goals are not explained and agreed, if information about the next running of activities is not available to the employees and managers, too much uncertainty will be arisen, maybe. The individuals and groups will expect too high costs or price of considered change whereupon these costs will negatively influence the preparedness and willingness for change realization – their motivation to involve them into the change realization will be very low. Thereto it is necessary to **permanently strengthen the managers' and employees' motivation for change**. In more concrete view, it assumes to thoroughly concern with motivation program of the organization. In this field, it is possible to proceed in any of following two ways:

1. ***To implant the direction to increase in motivation and obligingness towards change into existing motivation program*** of organization, and also into existing group and individual motivation programs. It means to supplement new motivational events into existing programs, improve total conditions and atmosphere within the organization, enrich a spectrum of the motivation tools utilized so far, increase the effectiveness of communicational system of the organization, etc. in a way so that this effort can be reflected in the growth of motivation towards change.

2. ***To create the new motivation programs headed to the increase in motivation for change***, those will independently function – these ones can be separated from the existing motivation programs. At the same time, these motivational programs can be an equal component of corporate motivation strategy of the organization. The elaboration of new programs evidently assumes a deep analysis of felt motivation of the employees and managers within the organization whereupon this analysis must be realized in advance.

From the viewpoint of the organizations with greater number of the employees, it is much more convenient to use rather second way that additionally can provide close relation of all considered subprojects and supportive plans concerned with the more extensive changes within the organization. The creation of new motivation programs focused to change also can be more address and probably it enables to be a greater help of the managers in their effort to strengthen encouragement, engagement, and openness towards the present and future changes.

14.3.
Process of Organizational Change

The effective preparation and realization of organizational change assume to utilize the abilities of managers in such manner so that they can help the other managers and employees in their acquiring of new competences, opportunities, and requirements. The managers involved into initiating and implementation of changes should be an excellent organizers and coordinators of all effort. They should possess a complex, unit, and attractive imagination/picture of the future state. On the other hand, all change participants (not only the preparers but also the performers) must be *enabled to overstep or remove the boundaries among particular organizational departments, accept new ideas, seize new methods of work, achieve new qualitative and performance standards, and learn from all overcome changes*. These introductive ideas are illustrated in Figure 37 (as a "motivating I." and "motivating II.").

An effective management of change process can very efficiently reduce the fear and can help the individuals and groups so that they can master change successfully. This reality can strengthen the positive attitude towards the change within the organization, and, in this way, it can build a favourable base for the future changes.

The ***practical policy of organization*** is decisive in this field. In frame of this policy, it is needed to mobilize the support for change participants, build, and maintain necessary coalition, identify opposition, and consider with its potential influence. It is needed to help employees in process of change so that they will be able to overcome stress, problems, and uncertainty which flow from the change. In spite of that it is

needed to substitute the late traditions by the new procedures and new ways of think, the continuality and traditions should not be destroyed or rejected without careful consideration. Thereto, these ones provide the stability, the support, the belief, the satisfaction, the perspective, and the importance to the individuals and groups. The change management has to concern with *all these aspects, difficulties, and conflicts*.

It seems as very suitable to present following opinion of J. Ondáš (authorized representative of Slovak railways CEO for change management): "With an intention to remarkably increase the probability of success, manage natural resistance to change, and build the competency for permanent improvement, and systemic effectuation of changes in the future, we have decided to use verified ***system methods*** for the change management. The resistance is natural characteristics of each man which expresses his/her attitude towards the change. If we do not utilize the systemic steps and proceeding for implementation of this great change, it can happen the project will fail, the productiveness will increase, and the best employees will leave our organization. We have to concern all these facts and to prevent them…"[377] [2004, p. 1].

Primary and the most important problem (and preparative phase at the same time) in the process of preparation and management of the organizational changes consist in the ***building of open attitude with direction towards the change on all level of the organizational hierarchy***. An implanting of open and positive preparedness to the changes demands a *lasting motivational effort* of all managers and human potential experts of the organization. This effort involves, especially, the communicating and putting dynamical organizational culture and philosophy through, open and two-side communication, utilization of participative style of the leaderships that supports and demands a taking over the responsibility and initiative approach of the employees to their work and all organization, establishing of work teams and teams for the quality improve, enabling to absolve the various trainings and developmental activities for all qualified employees with high work-personality potential, etc.

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[377] Ondáš, J.: In: Chaláková, L.: Projekt zmeny v prospech zamestnancov a zákazníkov. In: Železničné ozveny, ročník 1, číslo 7/2004
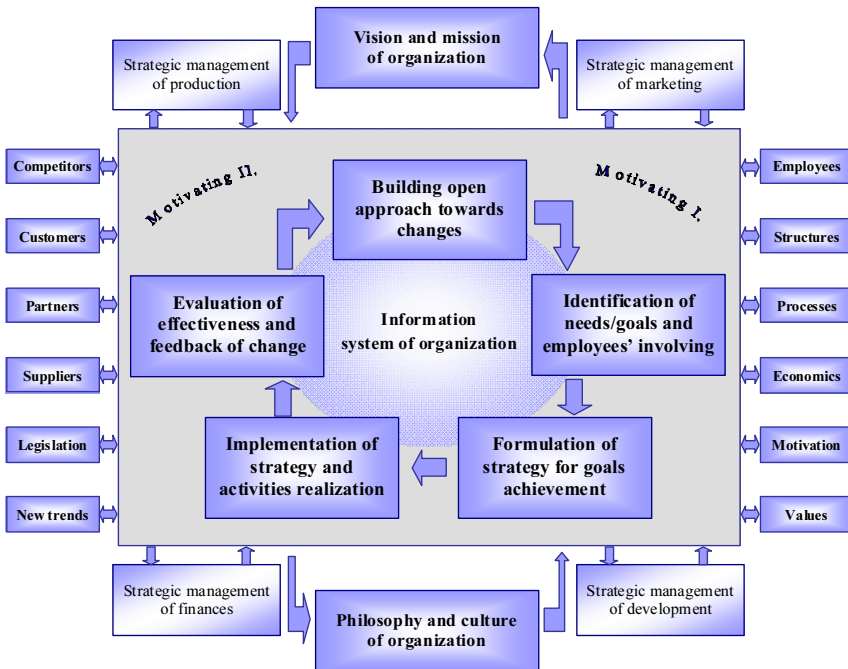
Figure 37: **Scheme of process of organizational change**

The important phase of suggested process of organizational change is ***an identification of needs, a setting the goals of change, and an involvement of the employees***. In general, it concerns a revaluation of existing state and function of the organization with regard to reality of external environment. It concerns simultaneously an involving the employees into this appraisal effort. The engaged employees have to disclose and understand all key problems and difficulties the organization faces to which. Also, it is necessary to provide employees space and conditions for seeking and developing ways of identified problems solving. In addition, this step, initiated mainly by top management of the organization, is needed because the knowledge of actual problems and creation of propositions for their solving can help to much more open attitude towards the change. The building a knowledge that the changes

are necessary, and, in spite of their certain exactingness, these ones are also a ***realizable***, seems as very important in this situation.

Third phase of process means a ***formulation of strategy for achievement of change goals*** with contribution of which it is possible to overcome an identified organizational problem. It concerns an elaboration of the strategy of concrete change realization. The strategy can content, for example, focusing effort to the change of organization structure, or form of organizational existence, construction of the new product, and its realization on existing or new market, change of the existing distribution ways and forms of market addressing, change of utilized technology, or technique, change of the topic of organizational action, or vision, change of quantitative or qualitative structure of the organization human potential, etc.

Fourth phase consists in an ***implementation or realization of formulated strategy*** in action of the organization. In spite of fact that the agreement of all engaged employees with considered change predominates outwardly, it need not be true in the reality – the agreement can be only pretended. It is necessary to achieve the real agreement of opinions of as wide as possible spectrum of the organizational experts in the theme of concrete implementation of the change. This agreement is needed because the interest groups within the organization could have a different goals, time-approaches, values, and ways of conflicts solving. Thus, the different interest groups could have different standpoints and motivation for the change implementation. On the basis of this knowledge, the processes of changes realization should be realized as a result of comparison of the standpoints, suggestions, and opinions expressed by experts in the field of a technology, finance, marketing, production, human potential management and development, psychological advisement, etc. So, the rivalry of particular professional areas within the organization should get out of the way in this phase. The effort for change effectuation should be common and balanced with regard to the solving of acute problem of the organization.

Last phase completing the change realization is represented through an ***evaluation of the organizational change effectiveness and a feedback of all process***, especially, from the point of view of the economization, the efficiency, and the purposefulness. All employees involved into the change should ***learn something new*** from all course of the change.

They should learn themselves from positive experiences, but also from negative elements, and situations those have occurred in the framework of change preparation and realization. The employees have to adopt the new methods of work and start to utilize the new skills gradually – i.e., not through force based on executive order. Just this positive manner of one change conclusion can build the strong motivation for the next changes and strengthen satisfaction and self-recognition of each participant at the same time.

The knowledge the ***changes within organization are transparent seldom – these ones are multilevel*** – is very interesting. And, their form, quality, and course depend mainly on motivations predominating within the organization. In this sense, it is necessary to concern with the motivation of all individuals, groups, and teams, and also with motivation of the organization. Additionally, it is mostly impossible to identify a clear and definitive starting point and clearly visible conclusion of the change which close totally its process. Tendencies and tensions, the individuals involved into change react to which, constantly exist and resonate in minds, behavior, and motivation of its participants. Ideas and knowledge flowing from one change will be surely utilized by the individuals and groups in the achieving of next goals and necessities of the organization in future. Thus, on the base of this fact, the organizational changes can be viewed as a ***complicated system of cycles of plenty of serious and simpler changes affecting one another, whereupon the motivation of change participants, i.e., the motivation of preparers and performers of considered change, is the most important feature of every change***.

A generalizing idea is, such organizations are usually considered as effective these ones which implement changes promptly, and in which the managers and employees learn from changes processes not only in the period of their running, but also after en effectuation, and conclusion of the actual process of change. The effectiveness will be achieved only if the individuals, groups, and all organizations are changed and if they are mutually developed and enriched in their knowledge. They may develop their own behavior and professionalism through positive and negative experiences of the changes in which they was engaged.

It means, in spite of a certain fear or mistrust towards the prepared changes within the organization, it is possible to realize these ones.

However, it is necessary so that the changes can be really well-founded, rationally prepared, and directed, thoroughly communicated, explained to all employees, supported by the strengthened motivation, and involvement (participation) of the managers and employees of all organization.

15.
MOTIVATION AND QUALITY IN
MANAGEMENT OF ORGANIZATION

As presented already, the dynamics of present environment forces organizations to be more and more flexible in maximal measure and be permanently willing to increase in quality of their actions. In this effort, the organizations try to detect their reserves and cliffs in the realized processes, the produced outputs, the provided services, and the relationships of the organization in and out – to ward their employees, customers, partners, general public. It is possible to declare this purposeful and very hard effort as a ***process of systematic increase in quality of all material and nonmaterial factors existing in internal and external environment or in the organization***.

In this area, we can adduce that all forms of efforts and tendencies oriented to the increase in quality can be successful only on the assumption of *sufficiently strong and desirably affected motivation* of the most important pillar of every organization, it means the employees, the specialists, and the managers, and their potential.

15.1.
Quality Determination and Its Content in Organization

Analogically, as in other areas, many opinions of various authors also exist at the definition of quality. These definitions, generally, overlap in a basic intention: the quality means an acknowledgement of a certain level of searched quantities. For example, the American Society for Quality Control defines quality as "the totality of features and characteristics of a product or service that bear on its ability to satisfy (a user's need) given needs,"[378] [In: Vaughn, 1990 p. 3]. Authors from Oxford define quality as the standard of something as measured against other

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[378] Vaughn, R. C.: Quality Assurance. Ames. Iowa State University Press. 1990

things of a similar kind. They affirm that quality is the degree of excellence of something or that the quality is the general excellence of standard or level[379] [Soanes, Stevenson, p. 1438]. An opinion is also interesting of Slovak author Král, by who for a majority of organizations, a reactive approach is characteristic to the quality. The organizations usually rely on minimizing of mistakes and defects in an organization output. But, the competition means the using of all opportunities and possibilities how to satisfy needs and demands of every customer[380] [2001, p. 151]. The need for high motivation of an organizational team is reflecting in this idea.

British scientist Penrose placed heavy emphasis on the understanding of quality from the perspective of human resources: the quality of the firm's human resources is based on the knowledge and experience of the "management team" and their subjective interpretation of the firm's environment[381] [1959, p. 31]. Therefore it is important to consider with the quality of human potential, concretely, with the quality of motivation of human potential.

Corresponding with preceding assertions presented it is possible to introduce that the *quality means certain recognition of achieved level of key parameters of concrete appearance, element, or personality (human potential)*. It can be also related to **appearances** – events, it means processes and activities coursed dynamically, and also to **elements** – phenomena, it means characteristic factors of environments, by material and nonmaterial form. The quality can be also related to evaluation/opinion of key features of living entities, **personalities** – their talents, psychic points, dispositions of character psychic points, own and taking over models of behavior.

It can be asserted that in the organization environments all of three meanings of definition of the quality have to exist (appearances, elements, personalities). It is Important, that each of these three signification phenomena has an effect to other phenomena, and (paradoxically) together effect to resultant acknowledgement of quality level of the or-

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[379] Soanes, C. – Stevenson, A.: Oxford Dictionary of English. Oxford. Oxford University Press. 2003

[380] Král, J.: Podniková logistika. Žilina. EDIS – Vydavateľstvo Žilinskej univerzity v Žiline. 2001

[381] Penrose, E.: The Theory of the Growth of the Firm. Oxford. Blackwell. 1959

ganization. But, it is always in force that **the quality of human potential**, it means *the achieved knowledge, the competence, the experience, the intellect, and the motivational dimension of human potential* has the most important influence to the resultant qualitative level of organization.

Strength of organization before increasing of level of 3 meanings of quality
Strength of organization after successful increasing of level of 3 meanings of quality
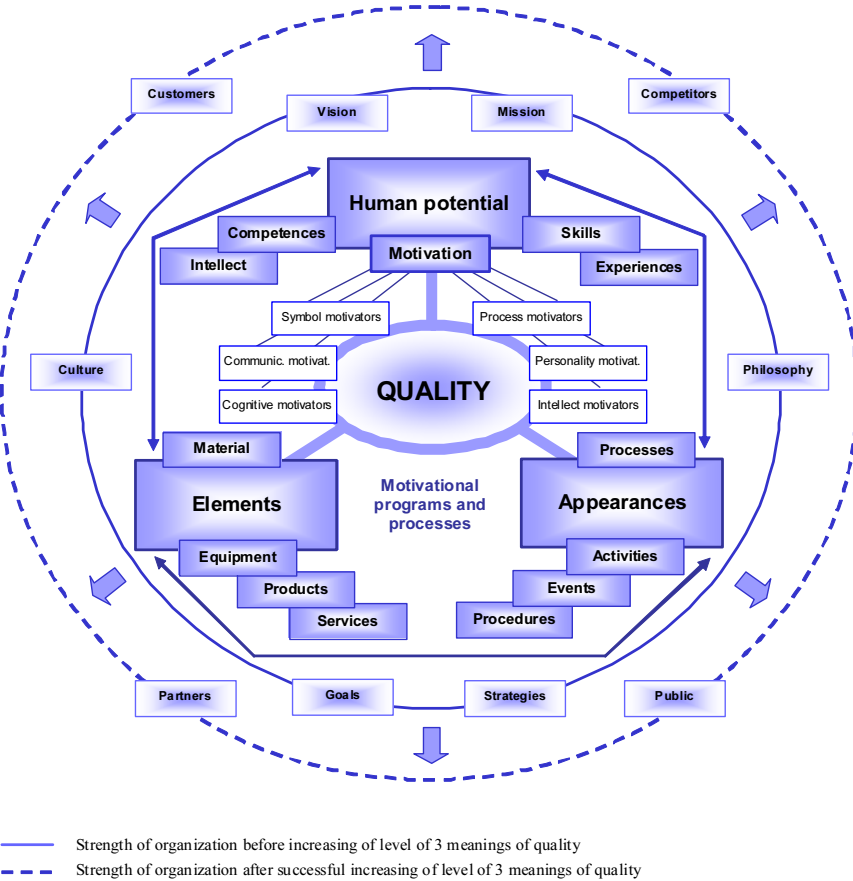
Figure 38: **Dynamics of affecting of 3 meanings of quality in organization**

Polish authors Rosak a Borkowski present that human potential is considered for the most important resource of the organization be-

cause[382] [2007, p. 5]:

- An efficiency of working the organization is starting with the quality of its workers work that have impact their talent, education, skills, experience, purposes and values, attitudes and behaviors, features of the personality and motivation.
- The problems are being solved thanks to personnel in the organization.
- It is a strategic resource, able at learning and the improvement in one's potential, able at conceptive thinking resource, as well as creative.

The quality of human potential projects to strengthen the quality of appearances (processes, activities, events, procedures), and **elements** (material, equipments, products, services), by intentional, permanently evaluated, and developed human potential, it means to the improved permanently quality of thinking and behavior of employees, specialists and managers of organization, (Figure 38). At the same time, **the quality of appearances and elements of the environment influences, positively or negatively, the quality of effort of human potential**.

The most important of the factors of human potential is the ***motivation*** – just the motivation decides to which level the individuals will be willing to increase the level of their intellect abilities, personality competences, skills, and experiences. Over and above, the strength and character of motivation of the concrete individual, at the same time, decide about also ability to effect on motivation preferences, structure, and orientation of the personality, it means, it will be possible ***to improve the motivation quality of personalities***.

From a point of view of improving the quality and its influence to the quality of organization performance, it is necessary, not only to react to any expressive change of motivational preferences and needs of the employees, but also to effect and cause them intentionally.

Developing previous ideas, it is possible to define **the motivating** as the process of the quality increasing so far existing structure, orienta-

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[382] Rosak, J. – Borkowski, S.: The Influence of resources on the Quality of Medical Services from the Workers of the Health Care in Poland Perspective. In: Human Potential Management and Ergonomics 1/2007. Zvolen. Technická univerzita vo Zvolene. 2007

tion, intensity, and character of motivation of human potential in the organization. *The motivation, in this point of view, is a **necessary assumption of the quality increasing** in the organization. At the same time, it is inevitable to **develop also the quality of intrapersonal and interpersonal motivational processes**.*

It is true, the emphasizing of proactive character of human potential and its possible contribution to more quality organizational action *permanently presses upon the providing of quality work conditions (processes, activities, events, procedures, material resources, equipment and technologies), in order to the quality of products and services will be higher in the future.*

15.2.
Factors which Influence the Quality Improving through the Motivation Improving

The achievement of a raise of quantitative level of performance of individuals and groups should not be achieved by only the intention of effectual motivating at present hypercompetitive environment. Probably, it is more important to achieve the total quality improving of motivational structures of individuals, higher level of their identification to a vision and mission of the organization, higher loyalty, innovativeness, willingness to participate in realization of changes in the organization, and voluntary initiative of convenient changes. The interest in employees and managers in future of their organization, team work, perfectionism, mastering, and preceding of pathological conflicts, elimination of needless power rivalry should be supported in the organization.

There are three groups of factors those are needed to respect in effort to improve the quality of organizational phenomena by strengthening and increasing the motivation quality:

1. **Elements which restrain improve the motivation, motivational structures, and processes**. The management of organization should eliminate the contra-motivational (demotivational) expressions, elements, tools, and conditions, in this area. For example: elimination of mobbing, harassment, too many of work duties, low informedness, communication barriers, inconvenient styles of leadership, negative feed

back, unfair rewarding system, etc.

2. **Elements which decide about a dynamical change of motivational preferences of the employees and managers**. It is necessary to pay attention to how needs and expectations of the individuals develop in time and react promptly on these changes by using convenient arrangements and tools of motivating in this area. The most strength factors those contribute to the change of motivational preferences are for example: dramatic family occurrences, large conflicts at work and in a work team, a great success/failure, achievement of longtime work-life aims, starting of boredom, feeling of low attractiveness/satisfaction from the present work, etc.

3. **Elements which potentially improve the level of existing motivation**. A spectrum of approaches, arrangements, and motivators, those can address and strengthen of motivation of the individuals and groups, is very large. It is possible to add to these tools for example: using the praise, implanting of internal customer approach inside the organization (necessity to behave towards co-workers and colleagues with the same honor and respect as towards external customers), using the rest-rooms system for experiences sharing and supporting of new ideas and so on.

As follows from previous text, it means, „the promptness of changes in business environment urges organizations executive into dynamic definition of organizational goals and into their periodic modification[383]" [Myšková, 2007, p. 16]. The organizations could be oriented to formulation those goals, primary intention of those will be **to achieve higher quality by thorough attention putting to the human potential**. Harmonization originally only technocratic point of view of quality in organization with behavioral and motivational point of view can be strong impulse to more effective activity and advancement of organization in the future. The implanting of key idea of this paper, by which the quality and the motivation of human potential predestinate the quality of all events and phenomena, can be for the organization a pillar and detergent of the increasing in quality of its' management system and strategic successful.

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[383] Myšková, R.: Metoda Balanced Scorecard – manažerská metoda pro řízení strategií. In: Human Potential Management and Ergonomics 1/2007. Zvolen. Technická univerzita vo Zvolene. 2007

16.
MOTIVATION FOR DEVELOPMENT OF PROFESSIONAL-PERSONALITY POTENTIAL AND MOTIVATION OF HIGH-QUALIFIED HUMAN POTENTIAL

The self-education, self-improvement, and development of one's own technical and personality potential can be considered as the activities to which people are devoting their time, energy, and effort. ***The motivation for the individual's potential improving*** may be understood as the strength of enthusiasm to setting goals in the field of permanent growth of this individual, fulfilment of defined (conscious and subconscious) goals, renewal of this enthusiasm measure, effort to achieve the feeling of success and satisfaction from realization of aims formulated effectively and purposefully. The structure and mechanism of function of the inner motivation determine, at the same time, the probable procedures and ways in what the individual can fulfil these aims. So, the structure and mechanism of inner motivation predetermine to what extent and in what ways the individual will utilize and develop his/her potential.

16.1.
Motivating For Development of Professional-Personality Potential

Because of the people' motivation and also the motivation for their potential improvement are the most important aspects of their future successfulness and competitive ability on the work potential market (labor market), it is needed to influence systematically and positively these motivations and orientate these ones in the framework of desirable and thoroughly defined boundaries. The boundaries can be determined by

these considered individuals (they determine the possibilities and limitations for themselves). However, these boundaries can be defined and moved by the others – people in family environs, teachers, colleagues, superiors, subordinates, friends, etc.

It means the ***motivating for development of human potential*** can be viewed as an inducing and instigating inner motivation of the man in this area, through internal or external impulses, subjects, ways, procedures, tools, and arrangements.

The motivating for learning and self-improving means the systematical process in the frame of which the "inspirers" permanently encourage, instigate, and inspire this inner motivation and enthusiasm of the individuals. The inspirers (i.e., motivating subjects) realize an efficient addressing and instigating of the motivation for self-development in a way they can disclose and apply the approaches, tools, and arrangement which can contribute to the satisfying of inner growth and development of these people' aspirations, goals, and needs. The inspirers support individuals' self-improving effort in this way and help them to achieve more effective results in the near and remote future. They help the individuals in increase in their market value on internal and external labor market.

But at the same time, the process of instigating and influencing inner motivation for the development of one's own potential consists in a permanent *confrontation of the individual imaginations and expectations of people with the vision, mission, and objectives of the concrete environment/subject*. This subject may be represented by the concrete faculty of university. The subject may be represented also by the organization in which the individual wants to work, or, in which he/she works actually. This subject may be represented also by the family, or other social, work, or interest group which the individual is member of.

In the mentioned plains of motivating subject, it is suitable to emphasize the following important themes:

a) The motivating for development of potential ***from the side of educating subject***.

b) The motivating for development of potential ***from the side of future employer***.

   c) The motivating for development of potential ***from the side of present employer***.

16.1.1. Motivating for Development of Potential from Side of Educating Subject

This kind of motivational behavior is characteristic by the continuous and intentional instigating of motivation to learning and self-improving from the side of teachers of secondary school or faculty of university. In higher concreteness, this motivating means the inspiring to voluntary and total energy towards the self-development effectuated from the side of teachers, schoolmates, and managers of faculty and university.

It is really very important in this field, what conditions for students and teachers, from the viewpoint of strengthening their motivation for quality and systematic learning, build the faculty and university managers, i.e., the managers of departments, deans, and vice-deans, rectors, and vice-rectors, scientific boards, and academic senates. Also, in general viewpoint, an influence of Department (Ministry) of Education and Accreditation Commission can be significant in the building conditions of motivational environment that enables a permanent learning of the newest information and knowledge.

In spite of fact that this global influence may be considered as a discussible theme, ***the university teachers*** dispose by a great space and, at the same time, they possess a concrete responsibility in this area. The university teachers are the pedagogues at a certain measure, and they are also the scientists and researchers at a certain measure. Also, they are the "superiors" of their students at a certain degree. Their mission and duties are very widely understood – from the realization of convenient pedagogical procedures and methods, over the achievement of the best results in scientific-research effort, to the application of managerial competences and interpersonal (motivational) skills effectuated towards the students.

Evaluating balanced and correct connection of all of these three components of universities teachers' performance, it is possible to consider the experienceable forms of learning as the most effective ways.

The spectrum of really efficient and purposeful experienceable forms of the teaching can involve, for example, roles play, discussions, polemics between the teacher and students, or polemics among the students mutually, case studies, brainstorming, work in one-semester or more-semester projects, etc.

Evidently, the preparation and successful realization of such experienceable game, that enables to inflame interest inside the students, go to the gist of problem, call up the élan and concrete thinking and behavior, can be very exacting. This approach demands much time for preparation and considerations about the suitableness of particular procedures and steps of the applied game. This one demands even a precise choice of particular phrases, and concrete words, and elements of nonverbal communication from the side of teacher. It also demands the ability, or skill to predict possible reactions of the students, and their possible questions, instigate their willingness for creative and risky game, and remove their resistance to very difficult phases of the game which assumes their high self-concentration, and also their unusual effort sometimes.

The increase in success of experienceable learning forms needs, mainly, an open and partner relationships between the teacher and his/her students. These relationships should be positive affected by the understanding, obligingness, and respect to the teacher and also the students.

Relation between the university teacher and student is the two-side relation. Although the teacher provides/gives the new knowledge, skills, and experiences to the students, at the same time, he/she also obtains the instigations and impulses from the side of students. Although the teacher is a qualified adviser of his/her students, he/she is also a "student of his/her students". It is characteristic and favourable that both parties of educational process/relation try (consciously and unconsciously) increase the motivation of an opposite party – *the teacher increases motivation of students for systematic development of their potential; the students increase motivation of their teacher for his/her pedagogical, scientific-research, and interpersonal effort, and also development of his/her potential.* The students motivate their teacher for responsible preparation to lectures, acquirement of permanently new knowledge, utilization of the newest scientific and pedagogic ap-

proaches, and achievement of satisfaction feeling from the relation towards the students, etc.

In spite of fact that the motivating teachers from the side of students can be efficient to the significant extent, also other motivational influences, sufficiently strong and efficient, are needed. It leads to the need for sufficient inner motivation of the university teachers (i.e., motivating oneself for the best work with students) and efficient motivating from the side of their colleagues, managers of departments, deans, etc.

16.1.2. *Motivating for Development of Potential from Side of Future Employer*

This kind of motivation behavior, focused to the individuals' identification with necessity of the permanent development of one's own technical-personality potential, is characteristic by the *instigating of a willingness of future employees from the side of future employer*.

The system of activities and arrangements formulated purposefully which is realized by the organization in the role of an employer with intention so that the organization in time and logical advance can influence or create demanded profile of the future employees (who are in actual period only the students, or are unemployed, or work in other organization whereupon they express the willing for change of the existing employer), can be called as a **profiling of potential (possible) employees**.

In the course of process of the profiling future employees, the organizations cooperate closely with future and existing human potential market (schools, and universities, employment offices, etc.). The profiling can represent a form of providing the organizational grants for successful students who create/form their technical-personality profile through right selection of study objects in the framework of university credit system. This one can consist in application of the students' holiday practices within the organization, solving semester projects, bachelor and diploma thesis in environment of the organization, presentations of the employees and managers of the organization for students of partner school, realization of the opportunities days, presentations of the or-

ganizational successes to laic and professional public on various actions, and exhibitions, or in specialized journals, etc.

However, it is very important so that the human potential experts and managers of organization can always concern with a viewpoint of the motivational accent in the setting activities and methods of profiling potential employees – *so that organizational representatives can instigate the students' motivation to form conveniently their own potential/profile and maintain the motivation of desirable students to become the employees of this organization.*

16.1.3. Motivating for Development of Potential from Side of Present Employer

In the field of professional-personality potential development, the organization and organizational departments play an important role. Each of the employees or managers is the member of various groups or teams. Generally, everybody is the member of organizational team, team of the concrete organization department, or work team in the framework of department, or the other forms of more immediate social environment.

All these work or social groups try for permanent dynamics and improving themselves. Thereto **the colleagues** (members of group) try to motivate other colleagues (members of group) for achievement of the best results of this group, especially, by means of the motivation strengthening for learning and self-improving. They provide one another a convenient measure of a respect, support, help, inspiration, explanation, common action, etc.

From the point of view of suitable conditions of high motivation of all organization employees and managers, the influence and possibilities of concrete organizational philosophy and culture are very important. **The human potential experts of organization** – employees of the department of human potential management and development – utilize (or do not utilize, in dependence on their dispositions, or, unfortunately, their incompetency) the influence of this philosophy and culture. One of the duties of these specialists consists in the help in projecting effective

education system of the organization that will be sufficiently attractive, i.e., sufficiently motivational for the employees and managers, and, at the same time, will be harmonized with present and future needs of the organization.

Accepting motivational effort of the colleagues and human potential experts within the organization environment, the motivational behavior of *the superior (manager)* is probably the most important. The managers should try to motivate permanently and systematically all their subordinate employees for continual self-improvement and development of their potential. Analogously, as presented in case of university teachers, also the managers are the pedagogues to a certain extent, the effective experts in considered profession to a certain extent, and the inspirers (leaders) of their subordinate co-workers to a certain degree. Also the managers should build and purposefully develop a relation of obligingness and two-side knowledge and skills enrichment towards their subordinate colleagues. They should be the advisers (teachers) of their subordinates. But, they should be also the students/pupils of their subordinates. In the area of common education, they should become the equal partners.

The concrete forms of inspiring behavior of the managers, which affect the motivation for development of professional-personality potential, can involve, for example, the realization of introductive, continuous, and final orientation interviews with an adequate motivation emphasize for new or transferred employees and managers. The convenient form of this behavior can be represented by conduction of motivational appraisal interviews, realized after conclusion of an objective appraisal of total work performance, and "anti-outgoing" interviews with the employees who express the interest to leave the organization whereupon the organization does not want lose their potential. The work meetings and consultation meetings, moderated effectively, can be also used as the contributive tools in this area (more information is presented in the chapter about interpersonal interviews).

Using open communication (with implanted adequate nonverbal communication channels), decent/tactful approach and methods, the managers should explain the desirable procedures, support the innovativeness, and develop the creativeness of their subordinate colleagues. They should positively appraise and recognize all efforts of the employ-

ees in the field of self-education and individual self-growth, as well as in the field of their participation in organizational education program. At the same time, they should assess objectively the degree of new knowledge and skills which was acquired by the employees through their participation in educational activities effectuated by the organization.

The managers should possess a high inner motivation for realization of all mentioned fields of their mission and strengthen permanently this motivation. Apart from this, it is needed so that their subordinate co-workers, colleagues (managers of the other departments), superiors (managers of the higher level of organization management), human potential experts, family, friends, etc. can motivate managers to continuous development of their pedagogical, profession, and inspiring potential.

The overcoming of negative feeling from development of one's own potential

It can be stated that people generally like to obtain new information and acquire new skills or experiences. However, if this process of an acquiring new knowledge, skills, and experiences should be concluded by any form of verification of acquired competences, test, or examination of new knowledge, people usually will substitute the positive feeling from development of their potential by a negative impression of perceived stress, threat, fear, etc. The consideration of this natural negative human tendency emphasizes even much more the importance of strong and efficient motivational influence upon the subjective perception and feelings of people who devote their attention and effort to their self-improvement and permanent growth.

For example, in case of the university teachers, the inner motivation for continuous professional growth is almost very strong (voluntary acquiring of specialized novelties, following of new trends, participation in specialized discussions and polemics, enrichment of existing scientific base by the new valuable articles and research works and projects, etc.). But, a successfulness of a conclusion of PhD study, or taking a degree of an associated professor, or professor by the pedagogues and researchers is not absolute (university teachers and researchers do not like to be examined and tested from considered professional theme).

Thereto, the motivating to successful study and conclusion of this institutionalized and evaluated form of educating has to be – from the side of managers of the universities, faculties, and departments – very thorough, purposeful, and intensive.

16.2.
Determination of High-qualified Human Potential

It is possible to consider all employees and managers of the organization, who permanently increase their qualification and are valuable experts in their branch, as a **high-qualified human potential**. The high-qualified potential evidently includes also the skilled operative employees and manually skilled experts. In narrower sense of the word, it is more convenient to take for high-qualified human potential rather the experts and managers with an acquired university diploma or taken scientific-academic degree, or people who permanently increase the level of their knowledge, skills, and abilities, and develop their own personality potential. Thus, the high-qualified human potential in narrow meaning is represented by the specialists and managers of the various organizations (productive and nonproductive) who know their value and contribution to the strategic progress of their organization whereupon they continuously and purposefully improve their total value and potential.

16.3.
The Specificities of High-qualified Potential from Viewpoint of Motivation

The high-qualified human potential means the most creative power of the organization. According this idea, it is suitable to identify some its basic differences in comparison to traditionally qualified human potential:

- **Specificity No 1:** The high-qualified human potential (experts and managers) take for natural they ***educate and learn them-***

selves all their life. They perceive a systematical education as an unconditional necessity of the present and future environment.

- **Specificity No 2:** *The potential of high-qualified people is very wide,* particularly not only in the field in which they work. Strong desire for systematic getting on and improvement advances them also in the areas which are related with their work effort only intermediately or peripherally in topical time. They often educate themselves and develop their skills also in the fields which are not directly needed for their work – they try to fulfil their own need for self-actualization or future success viewed more widely.

- **Specificity No 3:** The high-educated experts and managers *know the extent of their possibilities and skills* and expect that the organization will be able to identify, purposefully utilize, and also develop their potential at full degree. If the organization does not reflect to this experts' offer, they will feel dissatisfaction with this status. This dissatisfaction will lead to the conflict in their carrier orientation.

- **Specificity No 4:** The high-qualified people often possess a *very high inner motivation* what is illustrated through the fact that they have acquired higher qualification, status, or responsibility in comparison to great majority of other their colleagues. Evidently, the taking a university diploma or scientific/academic degree means enormous effort and above the average intelligence and also emotional intelligence.

- **Specificity No 5:** A lot of the high-qualified people are characteristic by *high requirements* which they demand not only from themselves but also from their surrounds (their subordinate colleagues, superiors, co-workers, and friends).

- **Specificity No 6:** An above the average effort and enthusiasm of these specialists are often accompanied with a *certain vulnerability and permanent doubtfulness/polemics* about the correctness of decisions which they are taking and realizing. Thereto, (although they do not usually demand it openly) they need to obtain the feedback about their past and actual effort and successes.

- **Specificity No 7:** *The failures* of high-qualified people often lead them (in spite of introductory phase of defence or disappointment) to ***much more intensive behavior and overcoming of the arisen obstacles***. It means they appraise their failures and mistakes as certain challenges which they consequently try to fulfil effectively.

The mentioned above specificities of the high-qualified human potential must be carefully considered. Because of this, the choice of motivation approach towards the concrete high-qualified experts has to be accompanied with a caution respect to these specificities and involvement these ones into the effort for utilization and strengthening of their motivation level.

16.4.
Starting Points of Motivating High-qualified Human Potential

Apart from consideration with the presented specificities of high-qualified specialists, it is needed to apply thoroughly an individual approach towards the structure and content of their internal motivation processes. The engaged managers, human potential experts, and colleagues, in motivating high-qualified people, should also respect the changes of their motivational preferences from a viewpoint of the coursing of time, acquired new experiences, fulfilment of previous needs, achieved carrier ambitions, etc. It means that just only correct and flexible application of the individualized motivation programs, realized towards the concrete high-educated experts or managers of the organization, can be taken for effective. And also, it is convenient to permanently revaluate the projected and really achieved efficiency of an individualized motivation program and its particular components (i.e., included motivational events, effectuated motivational tools, arrangements, created conditions, etc.).

An application of previous ideas determines so that the organizations, through individualized motivation programs, will continuously enable their high-qualified experts to professionally and personally grow and develop themselves *(specificity No 1)*. However, it should be dealt

with making possible the technical and personality development not only from the viewpoint of the present, but, also of the future needs of the organization, and the need for self-actualization, and the need for future success (meta-needs) of the considered experts *(specificity No 2)*. The organizations should effectuate thorough analysis of conscious and latent skills and abilities of the experts. The organizations should identify and utilize these skills in all organizational processes, and develop and orientate these ones to the achievement of a balance between defined expectations and requirements of the experts and of the organization *(specificity No 3)*.

In spite of fact that these people possess very high inner motivation *(specificity No 4)*, the level of their motivation can be impaired by a plenty of working problems and confrontational situations experienced with the others. Thereto, it is needed to search thoroughly the level of motivation perceived by them, and, if need be, to implement immediately the desirable motivation approaches and arrangements. The convenient instigations can involve, for example, the suggestion to increase the professional reputation, image and prestige of the high-qualified experts and managers in a way they will be able to present the results of their effort in internal and external environment of the organization.

The organizations and their representatives should create a space and atmosphere for the skilled experts which can instigate and simultaneously respect an above the average work effort. It predetermines the transfer of significant extent of the responsibility to these experts, in connection with providing an adequate extent and content of the authority in defined areas *(specificity No 5)*. According to previous suggestion (strengthening of image and prestige), the organizations should help the experts in building their natural (not only formally assigned) authority. Just the acquired natural authority enables experts so that they can demand the high outcomes not only from themselves but also from their colleagues whereupon they will not meet with too refusal attitude of the others.

The aimed providing of objective and simultaneously motivational feedback towards the experts can be considered as extraordinarily suitable *(specificity No 6)*. This recommendation includes the realization of regular appraisal interviews with the strong motivational and cooperative accent (especially, correctitude and obliging approach towards

them), the using forms of verbal and financial recognition of the experts' successes, the application of participative style of the leadership towards them, the involvement them into solving of the various organization problems and so on.

The individualized motivation programs for the high-qualified specialists and managers should also concern the field of effective overcoming eventual failures *(specificity No 7)*. Apart from necessity to remove caused mistakes, the motivation programs should also content the mechanisms functioning as sufficiently attractive inspiration for the overcoming experts' imperfections and reserves (emphasize/recognition of a decreasing tendency of making the same mistakes, recognition of an increasing number of the new propositions and mastered problems…).

All presented starting points and suggestions in the field of effective motivating high-qualified human potential may be supplemented by this idea: In spite of the fact that the wide spectrum of usually used and proved motivation tools exists in general, quite often it is possible (sometimes even needed) to create and apply also absolutely nontraditional approach or tool towards the concrete expert, surely, in sufficiently assumption that these tools will be efficient and will lead to a positive work behavior – in the meaning of creative proactive-concluding theory of motivating.

The implanting of creativeness and simultaneously thoroughness into the utilization and strengthening of motivation of the high-qualified human potential can be important for both participated parties of the motivational process – the enthusiastic experts as well as the organizations. **The contribution to qualified specialists** can consist in their higher satisfaction, feeling of the self-realization, realization of the positive behavior consequences for themselves and for the others, fulfilment of the need for autonomy, discovering and creation of the new values, etc. **The contribution to organization** can consist in the fact the high-qualified experts become much more important power of the dynamical progress of the organization, just from reason of increased level of their motivation. They will be able and willing to identify them with goals and objectives of the organization, agree and accept these ones, and just through fulfilling these goals, they will achieve their personal satisfaction.

17.
METHODOLOGY OF RETRIEVAL
AND PROCESSING INFORMATION
FOR MOTIVATING

Exact, relevant, valid and reliable information creates the necessary base for effective motivating and working out the motivation programs of the organizations. As presented in previous chapters, there exists really extensive and manifold amount of information, signals, influences, instigations, impulses, propositions, expectations, and necessities which must be considered in the effort to efficiently affect motivation of the employees and managers. These motivational starting points have to be acquired and processed in professional way so that their depreciation, abusing, or possible non-utilization of all their informational content and potential will not happen.

17.1.
Approaches towards Information Retrieval and Processing

In the effort to approach professionally towards the retrieval of sufficiently high-quality base of informational starting points for motivating, it is suitable so that the creators of motivation programs and environment, and also all performers of the motivational approaches and behavior, can utilize such approaches which enable them to retrieve needed information, provide significant instigations, and, at the same time, call attention to limitations which can limit the motivational ambitions of the organization and its members.

It is important to point out that the theme of human motivation and influencing this one ranks among the most complicated and exacting fields of the organization management. In contrast to other fields of the organization function, the participants just in the field of motivating (creators, performers, and addressee of motivational events) have to ef-

fectively and permanently retrieve, process, and evaluate information which is *qualitative* in great extent (e.g., expectations, pictures, psychological necessities). Although there is also the great amount of information of *quantitative* character in this field (e.g., costs, work productivity, profit, fluctuation, etc.), amount of this one is smaller than the amount of qualitative information, surely. In addition, in comparison to the quantitative information, retrieval and processing qualitative information is much more complicated, exacting, and costly. Often, not only material costs are high. Quite the opposite, psychological costs are high mainly. These ones pump their resource just and only from the motivation and willingness of the organization employees.

From a viewpoint of the contemporary knowledge of behavioral sciences, it is possible to consider with **two forms of the retrieval and processing information** for successful motivating: quantitative and qualitative research.

1. The quantitative research tries to retrieve information in the field of work motivation upon sufficiently significant sample of the individuals and groups of the organization, especially, in structured (formalized) way. The most often purpose of the quantitative research means to know the ***occurrence number of certain realities (tendencies)*** concerning the motivation and ways of influence it. It may be concerned, for example, the effort to ascertain how many managers of the organization elaborate the individualized motivation programs for their employees, how many from managers enable their employees to participate in the creation of criterions of the work performance appraisal, how many employees consider themselves as involved into the decision making and management of the work group, etc.

Analogously, an important purpose consists in an ascertainment of ***the frequency of particular motivational events in the course of time*** (for example, the effort to ascertain how many times a year are realized the motivational meetings within the concrete group, how often may the employees participate in various forms of the training and development of their skills, etc.). Probably, the most interesting informational intention is represented in the effort to ascertain "… ***the intensity, i.e., enormousness or strength of the particular components or characteristics***

of social phenomenon, "[384] [Nový, Surynek, 2002, p. 75]. For example, it can be needed to ascertain how strong (high) is the level of employees' motivation; what efficiency is predicated by employees to the particular motivational tools and events which are applied towards them through their superior; what efficiency is predicated to the motivation tools by the managers who utilize these ones in the motivating their employees, etc.

R. Lukášová with her colleagues present so that the searched characteristics can be mapped quantitatively, these ones must be chosen and defined in advance. This fact means two basic problems of the quantitative research[385] [2004, p. 101]:

a) It is needed to effectuate the reduction of searched area, it means, to reduce the complicated and multidimensional reality to the lower number of variables.

b) It is needed to decide what variables testify about the content of this area in significant and relevant way.

Evidently, the need for great reduction and exactingness of the defining reliable parameters/coefficients are the basic disadvantages of quantitative research. On the other hand, the great advantages consist in simpler retrieval of information in comparison to the qualitative research, possibility of the various information processing with help of statistics and its methods, possibility of the mutual and cross comparison of obtained information within the groups of respondents and among them, etc.

More concretely, relatively wide spectrum of the scientific methods may be used in the realization of quantitative research. The most convenient **quantitative methods** *of information retrieval* include, for example, questionnaire method, structured interview method, experiment method, and observation method. The methods of statistics and probability may be used in a *consequent evaluation of information,* for example, arithmetic mean, median, dispersion, deviation, t-test, test of goodness of fit, χ^2 test, etc.

2. The qualitative research tries to ascertain the facts which enable the researchers to possess a deep understanding of the basic factors

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[384] Nový, I. – Surynek, A.: Sociologie pro ekonomy a manažery. Praha. Grada. 2002

[385] Lukášová, R. – Nový, I. a kol.: Organizační kultura. Praha. Grada. 2004

and elements affecting the motivation of organization human potential. It focuses to the disclosure of various ***conditionalities*** of human motivation and motivating (for example, what factors have caused the increasing, stabile, or decreasing tendency of felt motivation at the greatest extent), the knowledge about ***dynamics*** of motivational events (continuous development and changes in character of the human motivation and ways of influence it), the determination and understanding the ***causes and effects*** of motivational behavior (relevant reactions/responses to the various motivational instigations, including permanent revaluation these ones on the basis of a cognition). An important intention concerns the disclosing and searching ***the most substantial specificities*** occurred in every motivated behavior, especially, in the effort to predict this behavior to the future, create adequate environment for motivating, and set ways which contribute efficiently to desirable influencing of the employees' and managers' motivation.

It issues from purposes mentioned above that to realize the qualitative research is not simple in its matter of fact at all. The evaluators have to possess a strong intuitive-logical thinking, must be absolutely accessible to any (also unusual) expressions and opinions of the primary information providers. At the same time, they have to keep a detached point of view and have to master all complicated area of the motivation in organization environment, without influencing them by actual situation and feeling of "inability".

The methods of qualitative research*,* which make possible to retrieve needed information, include, for example, the method of unstructured or combined interview, work meetings, brainstorming, brainwriting, and its variations. Apart from statistical methods, the researchers can use the analysis (for example, analysis of information obtained from the boxes of instigations, written records from the course and evaluation of effectiveness of the processes of human potential management and development, records from the interpersonal interviews, etc., including the cluster analysis, and meta-analysis), synthesis, deduction, induction, but also the experience and intuition of experts, i.e., managers, and specialists of the organization, or specialists engaged by organization for these purposes.

Evidently, the both of presented research approaches – **quantitative and qualitative** – have different testification ability, significance, reli-

ability, and also time, material, and intellectual requirements. Thereto it is convenient, before the final choice of the preferring either quantitative or qualitative research, to consider carefully what of these ones would be able to fulfil expectations and possibilities of the engaged specialists better than the other. Because both these approaches have their positive and negative features, we suggest using advantages of both approaches and their methods in professional searching of the motivation field simultaneously, it means, the **combination of both approaches**.

17.2.
Process of Quantitative and Qualitative Research

The realization of quantitative or qualitative research, or their balanced connection, involves some necessary and creative information-evaluating activities. These activities should be effectuated in sequence defined purposefully so that these activities can create exactly structured framework determining the dynamics and characteristics of the intentional diagnostic action. According to the presented relations, it can be recommended so that the research of starting points for motivating can be understood as a **dynamical process** consisting of following phases (Figure 39):

  a) The setting of goal, philosophy, object, subject, and timetable of the research.
  b) The formulation of hypotheses of research.
  c) The selection and realization of methods for the information retrieval and hypotheses verification.
  d) The processing and evaluating information, including the hypotheses confirming or refusing.
  e) The implanting starting points into the motivational system and the feedback of research project.

The setting of goal, philosophy, participants, and timetable of the considered research project is the most important part of **first phase**. It is known the research goal can be different in dependency on the character of research effort. In case of the effort for future improving of the motivational behavior of the ***concrete organization***, *the primary goal*

concerns the retrieval of as rich as possible and also absolutely true spectrum of information and propositions which will be utilized in motivating employees and managers. In this situation, it can be defined as *the attendant, secondary goal,* for example, the effort to disclose and improve effectiveness of the organization processes realization (productive, financial, marketing, developmental, etc.), the effort to identify potential of the organization development, the effort for preparation of the involving employees into prepared changes, etc. In case of the research effort of **scientific teams** (universities, research establishments, and scientific centers of excellence), *the primary goal* can be dealt with an intentional development of the scientific knowledge and actualization of the scientific base of motivation through the information retrieval about motivation preferences of the individuals or groups at present. *The secondary goal* can consist in a verification of hypotheses the instigations for which have arisen in previous scientific projects.
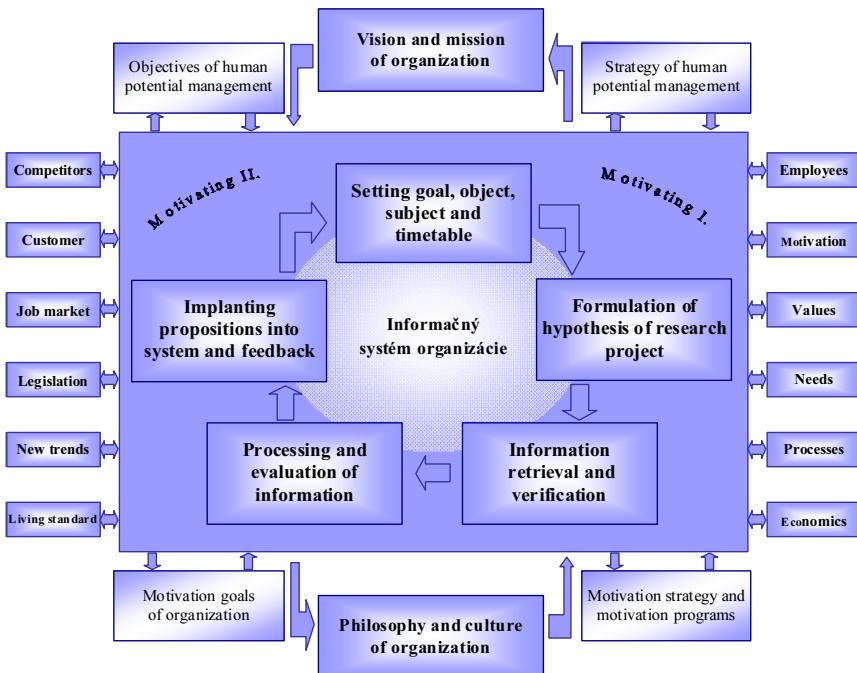

Figure 39: **Scheme of process of motivation and motivating research**

A philosophical principle of every research project should be represented by the absolute keeping ethics and adequate treatment with the retrieved information. Every form of the contact with research participators (i.e., realization of interview, or experiment, character of questionnaire, etc.) should be effectuated in spirit of respect to the participators and their opinions. Thereto, it is needed to explain carefully the goals, character, and proceeding of research to all involved participators. Also, the contributions of research must be explained not only to the organization, respective scientific team, but namely to the participators. Simply, it is necessary to motivate also the objects as well as the subjects of this process. It means, analogously, as in previous processes presented in this monograph, the success of future motivating is conditioned by the present motivation of participators (in figure illustrated as "motivating I." and "motivating II.").

In the role of *subject,* it means in role of the preparers and performers of research, it should be chosen and charged consequently a sufficiently extensive, but, especially, skilled group of experts who possess all necessary attributes. These demanded attributes can involve, for example, the enthusiasm, the conviction about the importance of research, the communication skills, the analytical-diagnostic skills, the knowledge of methods of the statistics and probability, the emotional intelligence, etc. It is important to appoint the leader of research-diagnostic team, who will coordinate all effort, supervise upon its correctitude, communicate directly with organizational directions in case of eventual difficulties and problems, and at the same time, who will be a principal organizer of this project. In case of the organizational research, all employees and managers of the organization should become an *object* of research because the intention of all effort consists in strategic influence the motivation of each organization member. In case of the scientific research, the sample of respondents should be *representative* and also *as great as possible,* in dependence on time, financial, and personal capacities of the scientific project.

The timetable and program of the research should define in, what time periods, and in what course the particular activities (stages) could be realized, what requirements could be demanded (material, space, financial), in what time and proceeding the control stages of research could be defined, etc. Also in this process, it is convenient to prepare thoroughly the timetable so that the eventual lateness of any partial

stage can be desirably compensated in the running of following stage, without possibility to threaten the results of research (the utilization of Gantt's diagrams can be an excellent aid in this field).

Second phase of the research project must be focused to the formulating adequate hypotheses. The hypotheses can be understood like the assumptions justified, and indicated by the previous ascertainments, or experiences in the researched field. It can be presented in this relation that *the hypotheses are characteristic by following attributes*:

- These ones reflect a contemporary theoretical knowledge, not only arisen in inland but also in foreign literature.
- These ones reflect the knowledge and signals which are significant, or interesting, potentially contributive, and specific empirical (obtained through experience),
- These ones become the portents, promise of origin, or formulation of new knowledge, or confirmation of original idea.
- The acceptation of certain hypothesis verification is needed in the professional, high-qualified approach which is agreed by the general specialized public.

From this point of view, the formulation and verification of hypotheses can be considered as an accelerator of all research and scientific effort. On the one hand, the hypothesis origin is called up by a necessity, or opportunity to work/concern with arisen specificity of the reality, or theory, and by necessity to react on it. On the other hand, the purpose to confirm or refuse the hypothesis means a strong motive and source of energy for the informational-diagnostic process.

Evidently, the content of **third phase**, i.e., the choice and realization of concrete method, or rather the combination of methods for the information retrieval and hypotheses verification, depends on the goal of research; the number, structure, and maturity of the participants; the characteristics of defined hypotheses; the financial capacities of the research organizer; the defined timetable, and so on. There is an important determination in this field that all performers (diagnosticians) have to work *on the basis of the same methodology*, have to use the same procedures, provide to research participators the same information (so that the bias or depreciation of results cannot happen), and, especially, approach towards the information retrieval with total seriousness and high

responsibility. According the mentioned reason, it is convenient so that the prepared information retrieval realized through concrete method (or combination of these ones) can be primarily verified upon the sufficiently great sample of the research participators (pilot verification).

In spite of the fact the higher number (combination) of used methods causes that the research becomes more and more financially and time demanding, it contributes to the quality of acquired knowledge, surely. Detailed knowledge about the particular methods of quantitative and qualitative research will be presented later, in further part of this chapter.

In fourth phase, it is needed to devote attention to the processing and evaluating of information which will be used in the hypotheses confirmation or rejection. All information obtained through chosen methods (this information is presented, for the time being, in completed questionnaires, records of interviews, observations, experiments, or other methods) should be implanted into prepared tool of the information processing. This one can be represented by convenient PC program (database specially worked out for this purpose), or the advantages of software tool "EXCEL" can be used, etc. In accordance with the research goals and hypotheses, it is necessary to chose (and also to adapt the type and structure of the prepared database tool to this choice) what forms of evaluation and demanded outcomes the diagnosticians want to obtain. The most basic requirements usually include the absolute and relative calculus, the arithmetical mean, the median, the standard deviation, the type of searched population distribution, etc. The professional assessment surely needs the utilization of statistical testing of hypotheses (more information will be presented in part about the methods of statistical retrieval and evaluation of information). The results of statistical processing have to be thoroughly analyzed (especially with using the meta-analysis) and synthesized; it is suitable to use the deductive and inductive approach.

Probably, it can be understood as right so that the diagnostic team can meet with the organizational executive after this stage, and possibly, so that they together can formulate the further, additional requirements concerning the form, testification ability, and relevancy of the derived conclusions and propositions. When all expectations and demands are consulted, agreed, and maybe also fulfilled through additional proce-

dures, the process can be conducted to a **final phase**. Its intention means to include obtained propositions, recommendations, warnings, and identified limitations into the system of motivating, i.e., either into the system of motivation programs creation (in case of the organizations) or into the theory about the motivation and motivating (in case of the universities and scientific establishments).

From a point of view of the consideration about the improvement of research effort effectiveness in long-term time horizon (repeated or taken up research), it is needed to realize the ***thorough feedback*** of all process. It is important to know the costs of process, disclose the mistakes which have occurred within the processes, recognize the positive moments which can be used by diagnosticians in the next research projects.

It can be mentioned in general: if the organizations want to retrieve the true and sufficiently justified starting points and suggestions for improved motivating, or, if the scientific teams want to maintain their professional reputation, the motivation research/survey will must be repeated regularly. And, at the same time, the organizations or scientific teams should proceed responsibly and professionally. Simply, they should carefully apply the following methods of information and propositions retrieval and evaluating.

17.3.
Questionnaire

A questionnaire ranks among the explorative methods. The principle of this one consists in the information retrieval of respondents in writing way through the provided form – questionnaire – whereupon an immediate contact of the searcher with respondents is not happened. The greatest contribution of the questionnaire method means the fact that this one enables diagnosticians to retrieve information of great number of the respondents in relatively short time and low cost. Thus, also the ***choice of respondents sample*** is very important. The sample may include all employees, or it may be random, or it may be created according to the defined criterions. It depends on the concrete purpose of research effort. But, we can suggest and recommend, so that in case

of the information retrieval for effective influencing motivation within the organization, *all employees and managers* of the organization can be asked, particularly in all its specialized segments and managerial levels.

It is needed to consider also the choice of ***respondents' identification***. From the viewpoint of the organization, it is advantageous if the organization is able to address the completed questionnaire to the concrete employee or manager. Then it is absolutely clear, what are the requirements and needs of each individual, what propositions each individual has suggested, what expectations each individual expects of the motivation program and motivational behavior of his/her superior. However, this exact identification impairs a possible openness, truthfulness, and completeness of the respondents' opinions. The respondents can be afraid that if they present more critical opinions (objective criticism towards their superior, the organizational executive, their colleagues), their opinions will be turned against them. It means the help in building motivational environment could be possibly substituted by the fear of retaliation for disagreement with status established within the organization or organizational department in which the individual works.

Also the chosen ***manner of questionnaire completion*** is important. The respondents can complete the questionnaires in accordance with the instructions of searchers (diagnosticians) either individually (at work place, at home environment) or all group together (group answers). In case of the effort to retrieve information needed for elaborating individualized motivation programs, surely, it is convenient so that the respondents can complete the questionnaires alone, without help of their co-workers. In opposite situation, the undesirable affecting answers of concrete respondent could become, possibly, the individual preferences and differences among the colleagues could be impaired (biased). On the contrary, in case of the retrieval of starting points for elaborating group motivation program, the group manner of questionnaire completion is adequate. It flows logically from the mentioned ideas that the organizations should work out some versions (variants) of the questionnaire, respectively, they should categorize the questions in questionnaire at least: questions for the individualized programs creation, questions for the group (divisional) programs creation, and also questions for the corporate motivation programs creation (programs valid for all organization members).

The construction and structure of questionnaire means very important task. These aspects should be influenced by the deep searching of theoretical and practical knowledge of the concerned specialized theme and also theme of the questionnaire methodology. It is convenient to present an opinion that the *preliminary survey* must be effectuated before the direct survey. The preliminary survey should verify the questionnaire effectiveness still before its immediate application[386] [Daniel, Pikala, 1976, p. 35]. It means it is suitable when the correctness of questionnaire elaboration is always **verified upon carefully selected sample of the respondents**. In this way, the searchers can remove the questions from questionnaire which are inadequate, modify the formulation of particular questions, supplement absenting questions, and verify the content and formal aspect of the questionnaire. It is necessary also to adapt the content and structure of questionnaire to the possibilities of its consequent processing and the evaluation of obtained information in such forms which will be sufficiently convenient and clear for the utilization these ones in the creation of motivational programs and processes.

From the formal point of view, the questionnaire should content an instigating (motivating) preface in which the diagnosticians should explain *the goal and mission of searching, and the instructions (directions) for answers/responses to presented questions, perhaps with specimens of answering manner for the particular categories questions*. The thanking for respondents' time and effort devoted to the questionnaire completion is surely very important. From the viewpoint of the content of questionnaire, the diagnosticians should choice a concrete **form of particular questions**. These forms can be structured into three following groups:

1. ***Tied, closed questions*** in which the respondent has to choose/check one or more responses of the presented variants of answering. These ones can include two alternative responses (yes – no, agree – disagree, etc.), possibly, there can be demanded the choice of some time-possibilities (always, very often, often, quite often, never), or logical realities (the superior applies an individual approach in motivating employees; the superior applies a group approach in motivating employees; the superior applies a combination of an individual and group ap-

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[386] Daniel, J. – Pikala, I.: Psychológia práce. Bratislava. Práca. 1976

proach in motivating employees; the superior does not develop any motivational effort). Other form can consist, for example, in choice of incorrect responses and so on.

2. *Free (open) questions* in which the respondent is demanded to present his/her free answers/responses, i.e., to express his/her subjective opinions, attitudes, expectations, suggestions, propositions, or description of the objective facts (for example: "What factors and realities have decided about the change of your motivation in last time period?").

3. *Combined questions* which can be created through mutual connection of tied and free (open) questions. For example, "Check of following answers on what level is your motivation to work (very high; sufficiently high; average; rather lower; low). At the same time, on the basis of your opinion, describe what factors have caused this level of your motivation." After second part of question, the blank space in questionnaire should be provided (some blank lines) for the respondent's opinions.

Considering the structure of questionnaire and its components, it is needed to formulate the problem in manner understandable to the respondent[387] [Šípoš, Kollárik, 1975, p. 19]. The questions should be formulated not only clearly and understandably, but, also in such way so that the respondents will be motivated for answer, or, at least, so that the questions will not discourage the respondents from their response.

The conclusion of questionnaire (after final question) should be again concerned the thanking respondents of their time and endeavours. In this way, the motivation of respondents can be strengthened and also their willingness to engage them into repeated, next research, will be sufficiently high.

17.4.
Interview

An interview represents the method of information retrieval based on the respondent's responses to questions asked in face-to-face contact

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[387] Šípoš, I. – Kollárik, T.: Sociálna psychológia práce. Bratislava. Práca. 1975

with the diagnostician – on the base of immediate personal contact and lively communication with him/her. A primary and necessary presupposition of the successful retrieval of relevant information is always to keep **an obliging and agreeable character of the interview**, and to do not cause the resistance of communicating partners towards the particular themes, or even towards all interview. Thereto, in the interview introduction, it is needed to explain its purpose and inform asked individual of the planned course of the interview by meaning of the motivational communication. It is important to inform asked individual that the interview (like a diagnostic tool for future motivation improvement) will be contributive only if the responses to questions are *true and complete*. At the same time, it is necessary to assure asked employee or manger that all his/her responses will be used only for purpose of more efficient motivating, possibly, improvement of organizational processes and environment. These ones *will be never abused as the repressive tool* intentioned against the asked individual.

The retrieval of need information through the interview method predetermines high time demandingness and put high claims to the psychic and communication skills of the diagnostician. Because of this, the necessary assumption of interviews application consists in the previous communication-diagnostic and anti-stress training of the employees who will realize the interviews. It is again convenient to note: when some of the employees (those the organization wants to entrust with the interviews realization) reject this task, it will be better if the organization does not force these employees to this effort. In opposite situation, the quality of effectuated interviews and retrieved information could be low.

The organizations can use several **forms/types of the interviews**, from absolutely structured to free interviews orientated to the considered theme:

1. *A structured (prepared) interview* is generally taken for more effective, exact, and reliable interview, because this one decreases the probability of forgetting to obtain opinions about some needed realities. The interview runs on the basis of the *defined set of questions* whereabouts this set is defined in advance, before the interview starting. The differences in information effect of the particular interviews can be decreased in this way – the set of question is the same in every interview. At the same time, this fact enables to realize the desirable comparison of

retrieved information. Also, this manner of interviewing can guarantee so that all interviews can be realized in the same form, without regard to fact what of the concrete diagnosticians have realized and consequently assessed these ones.

In spite of irrefutable fact that the structured interview, ranked by many authors to the group of quantitative research methods, increases the reliability of responses assessment, this one does not enable to deal in greater depth with the interesting or unusual responses of the interviewed individual. Sometimes, the interview can cause a feeling that this interview is a *mechanistic,* and even can cause the non-interest and unwillingness of the employees who get accustomed to more flexible types of the interviews.

2. ***Unstructured (free) interview*** enables diagnosticians/communicators to create the questions in the course of interview, and in this way, orientate interview to the themes which will be arisen in the interview running. From this point of view, the interview can be perceived as very favourable, pleasant, unexacting, even, in case of optimistic participants, entertaining to great degree. Disadvantages of the unstructured interviews consist in relatively low reliableness, possibility of significantly subjective approach towards the asked individual and his/her responses and opinions. It is unfavourable that this kind of interview does not guarantee the thorough comparison of opinions and attitudes of the interviewed individual (all participants are not asked by the same questions). It enables to ask questions which are often personal, cross the private boundaries, are not related directly to the area of work motivation. The great disadvantage of this kind of interviews can consist in neglecting key field of the motivation and influence it. For this reason, the free interview is ranked to the methods of qualitative research.

3. ***Combined interview*** means the combination of advantages of the structured and unstructured interviews. The employees, entrusted with the realization of these interviews, use the combination (mixture) of the questions prepared in advance and also unprepared. The unprepared questions contribute to the increase in conversational, obliging, and agreeable character of the interview, and in this way, these ones enable to ascertain the specific differences between the opinions of interviewed people in the field of opinion about the level and hierarchy of their motivation. Just this choice of questions enables diagnosticians to

assess the ways in which the executive will be possible to manage the motivation and performance of all organization members more efficiently.

However, it is needed to assure in every of mentioned above types of interview (structured, unstructured, and combined) so that the **documentation of their course** will be absolutely thorough, exact, and detailed. Only on this condition, the realized interviews can be used as a relevant manner of the retrieval of needed knowledge, expressions, suggestions, and propositions of the engaged participants.

Analogously, as in case of the questionnaire, also in case of the interview the interviewer can choose of three variants of the questions: *tied or closed questions* (asked individual may choose one or more response alternatives offered by the diagnostician), *open questions* (asked individual express his/her opinions in free way whereupon the diagnostician immediately records these opinions in written form), and *combined questions* (asked individual verbally choose of the offered response alternatives, and consequently complement, and present his/her own opinions and attitudes).

The interview enables to remove some negative aspects of the questionnaire, especially, increases the probability of ***right understanding*** of particular questions (also more exacting questions) because the diagnostician can explain whichever question on the basis of respondent's instigation. At the same time, the interview enables the engaged diagnosticians to obtain ***responses/answers to all questions*** at greater extent – in spite of very obliging character of the interview, there are a certain tension nevertheless, certain necessity, because the asked individual must response to all demanded questions. The interview assumes ***to ascertain a degree of truthfulness of obtained responses*** because the researcher simultaneously with asking questions and listening responses watches also the nonverbal communication expressions of the respondent. Skilled communicator/diagnostician knows to decode the uncertainty of respondent in case of any question, is able to ascertain the respondent's effort to avoid concrete response, or simply, express untrue response to the delicate question.
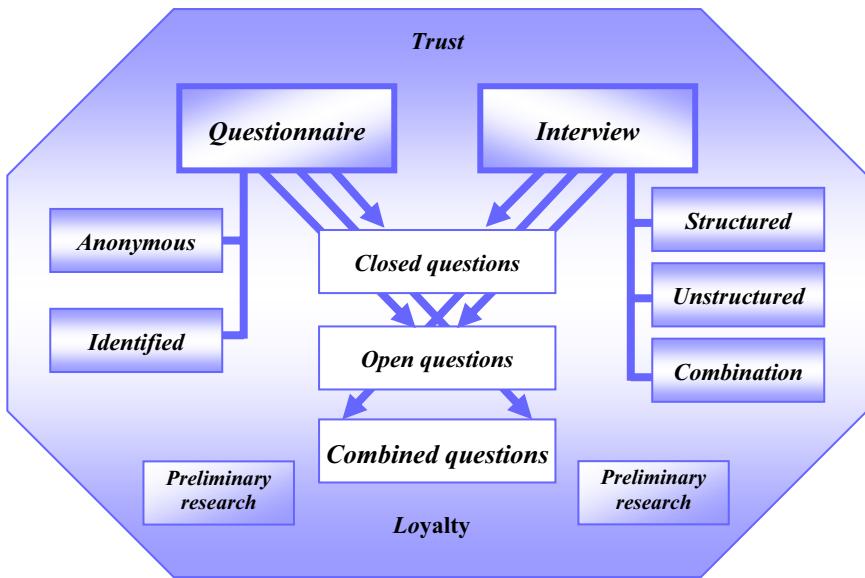
Figure 40: **Basic forms of the employees' opinions research**

Also in case of the interview application, like a method of the employees' opinions research, such decision is very sensitive whether it is convenient to include into interview the questions focused to the employee's perception of individual behavior of his/her superior. In this plain, we can meet us with the necessary aspect of trust, voluntariness, two-side loyalty, responses truthfulness, disclosure of the real picture and not only of "settling old scores", preventing of the provided answers abusing and fear of sanctions from the side of the superior. For mentioned reason, it is necessary to consider carefully this theme in advance. When the organizational executive decides to accept an alternative to retrieve also this type of information, it will be needed to prepare all arrangements so that really ethical utilization of the employees' opinions will be assured.

17.5.
Experiment

An experiment is the scientific method of quantitative research that consists in searching phenomena in the induced, and strictly controlled, or usual situation. The experiment is often used in role of the verification of formulated in advance hypothesis or considered prognostic assumptions. Generally, it is possible ***to model a concrete situation*** through the experiment, i.e., prepare, induce, and alter desirable conditions according to the defined plan of experiment. The advantage consists in fact the experimentalists can influence the conditions and events, and consequently exactly write down information and inspirations obtained through the effectuated experiment.

In classic form of the experiment, it means a situation in which *one condition is altered and the changes of other plains (conditions) are searched whereabouts these changes are caused by modeling this first condition*. The condition, which is altered and controlled by experimentalist, is taken for an *independent variable* (for example, the using particular motivational tool or event). On the contrary, *dependent variables* mean conditions which are called up through the changes of independent variable and are searched by the experimentalist (for example, the level of perceived motivation and job satisfaction). But, it is needed to respect the fact the majority of experiments does not run in closed and clear form, in presence only of these two variables (dependent and independent). Course of the experiment is often affected by the further, so-called *random or stochastic (intervening) variables,* especially, in the field of motivation and influence this one. After considering this fact, in case of the preparation, running, and assessing of the experiment results, it is convenient to exert a certain effort for minimization of number and impact of these stochastic variables so that the starting points of future motivating will not be biased.

M. Hewstone and W. Stroebe present that it is possible to use generally these three **modifications of the experiment**: quasi-experiment, true randomized experiment, and field experiment[388] [2006, p. 114 – 115].

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[388] Hewstone, M. – Stroebe, W.: Sociální psychologie. Praha. Portál. 2006

1. ***The quasi-experiment*** is realized in natural, standard, everyday environment of the individuals. The diagnostician has not a total control and influence over these conditions. The control shortage flows from fact that it is the natural environment. Just the contrary, the reality of the conditions is very great. In case of this type of the experiment, the participants are not randomly distributed into the groups which could be influenced by always other experimental conditions (usually because the diagnostician cannot influence their particular characteristics, for example, it is impossible to distribute artificially the members of one team into more groups – simply, the dynamics and relationships within the team are so important and firm that the team distribution into artificial subgroups could destruct the naturalness of their working environment and conditions of their action).

2. ***The true randomized experiment*** is characteristic by fact the diagnostician has full control over the basic characteristics of environment, but, at the expense of lower realness of the given conditions. Thus, the experiment runs in induced, prepared in advance, and modeled conditions. In this type of the experiment, *the participants are randomly distributed into the groups* which the various experimental conditions influence upon. The primary contribution means the possibility to identify causal relations between the dependent and independent variables with great level of the reliability. The disadvantage of true randomized experiment consists in knowledge that it is never sure to what degree the causal relations will be happened in the natural environment.

3. ***The field experiment*** represents the experiment on the basis of random selection which is realized in the natural conditions. This kind of the experiment means the connection of both previous modifications and uses their advantages, evidently, in the framework of possibilities and limitations of the concrete organizational environment and limits of the experimental starting points (for example it means that it is possible to create several groups of the participants and, simultaneously, keep the naturalness of experimental conditions).

The successfulness basis of every experiment variant is created, especially, by means of the *prepared carefully plan* which could impor-

tantly influence a value of obtained results (i.e., unambiguously cleared aspects of variables, experiment participants, groups creation, proceeding and course of experiment, knowledge of the most often occurred mistakes of this attempt, objective and subjective conditions, etc.). The part of experiment realization and phase of the evaluation is very important for the achievement of defined goal and plan of experiment, i.e., the results measuring and recording, their analysis, processing, and objective interpretation.

In addition, every experiment has to be thoroughly described so that it can be whenever possible to **repeat this one in absolutely identical way**. Just the possibility of repeated verification means further important advantage of the experimental approach[389] [Provazník and all, 2002, p. 58]. This opinion is valid when it is needed to involve always further and further (new) participants into the experiment with the same parameters. However, it is necessary to note that it is very difficult, even perhaps impossible, to repeat the identical experiment in area of the human motivation in case of the same (identical) experiment participants, and retrieve the identical information. The participants, who have participated in *totally identical experiment* already, in situation of the experiment repeating and verification of its results validity, will be probably affected by the past experience. In this way, absolute identical results will not be obtained, evidently, because these ones will be formed by experiences and remembrances of the previous behavior and experiment running. On the other hand, the experiment repeating in case of the same participants will disclose **the dynamics of human motivation**, surely. So, this one can confirm that it is needed to devote maximal attention to the permanent and thorough motivation improvement.

17.6.
Observation

An observation, as the method of quantitative research, can be considered as very convenient method of searching existing picture of the motivation atmosphere and tendencies because this one can bring many valuable knowledge of the future predicting this field. "Observation en-

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[389] Provazník, V. a kol.: Psychologie pro ekonomy a manažery. Praha. Grada. 2002

ables the description of searched phenomenon, its development, changes, and dependency on external conditions,"[390] [Nakonečný, 1999, p. 35]. Thus, this one concerns the information retrieval about the characteristics and expressions of the searched phenomena, or the individuals, or the groups which is prepared intentionally, defined exactly, and aimed. So that the observation could be taken for reliable source of information, this one must be realized by the trained observer who would carefully prepare, perform, and record/document the course and all relevant aspects of the searched realities.

The observation can be applied as a solo method or mostly in connection with the other method (for example, experiment, questionnaire, or interview). Generally, the literature and practice know **two variations of the observation**: occasional and systematic observation.

1. *The occasional observation* is realized without the planned preparation, unambiguous, and exact focusing. The basic impulse for observation consists in significant moments or consequences of the other situations, or processes which the observer wants to confirm or reject through this operative way. Thereto, the importance of occasional observation means, especially, the putting certain unusual signals more precisely.

2. *The systematic observation* is a certain counterpart of the occasional observation. Apart from considered and used systematism, this one is characteristic by the planning what assumes the high-quality preparation, the study of available documents, the phenomena analysis, the preparation and specification of all observation running, the specification of record and evaluation forms. The systematic observation enables to obtain the high preciseness of retrieved information that is conditioned by skills in the phenomena classification, thorough clearness of the criterions, correctness of the records, calculations, etc. It is needed to avoid the accidental and uncompleted observation, the overrating nonessential attributes, and the underrating important features and characteristics.

In the field of retrieval information about the character and structure of motivational events, further forms of the observation can be con-

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sidered, depending on its **object concentration**. Czech authors present in this intention, that there exist two following basic forms of observation[391] [Pauknerová and all, 2006, p. 55]:

   a) *An introspection* – it means the observation of own psychic states and processes (observation focused to the individual himself/herself, his/her own mental processes).

   b) *An extrospection* – it means the observation of external, objective expressions of the other individuals, i.e., the observation orientated out of the individual himself/herself.

From a point of view of the **time lasting (length)**, a short-term and long-term (longitudinal) observation can be differed[392] [Mikuláštík, 2006, p. 246]. *The short-term observation* can be one-off (single) or it can be divided into some research phases which follow very early after previous this one. *The longitudinal observation* can last even more than one year. This time form of the observation is probably the most convenient because the motivating means the long-term process – motivation of the individuals and groups is developed and altered in the course of time. For this reason, the longitudinal observation can be suggested like a further, although very demanding, but necessary continuous diagnostic duty of the modern managers. It is possible in this meaning, for example, to observe in what way the employees react/response to using particular motivational tools in longer time horizon, search the change of motivational preferences and ambitions of the particular employees in the course of time, search the influence of professional-personality development of the employees upon the intensity of their participation in management or self-motivating in the long term, etc.

Evidently, the observation runs almost in the naturalistic conditions. We can consider with a hidden (concealed) or open observation. *The hidden observation* is realized without informing observed individuals or groups about its running. In this case, for example, the participant (member) of observed group can become the observer whereabouts the observer's identity and task is concealed (it is so-called *participant observation*). However, the observer can also act out of watched group. In general, he/she is an external diagnostician of the observed group (it is

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[391] Pauknerová, D. a kol.: Psychologie pro ekonomy a manažery. Praha. Grada. 2006
[392] Mikuláštík, M.: Manažerská psychologie. Praha. Grada. 2007

so-called *nonaligned observation*). In case of ***the open observation****,* the participants are informed about fact their behavior is watched, observed. Also in this kind of the information retrieval, the observer may be involved directly into life of the searched group or he/she may become the member of this group for a certain time (or he/she already is a stabile member of this group for long time, but, actually, he/she is entrusted with duty to become the observer). Second alternative means the observer watches the group from outside. In spite of a great authenticity of information, the great disadvantage of open observation consists in fact the consciousness about running observation can sometimes give the observed participants (employees or managers) some advantage because they attempt to regulate their behavior in the positive direction. This knowledge decreases the reliability and truthfulness of the retrieved information.

The previous idea induces that, analogously, as in the case of repeated experiment, also in case of the observation, the greatest problem concern the "**influenceable cognition**" which can affect the course of watched phenomena, participants' behavior, and obtained analytical results. On the one hand (in case of open observation), the observation participants could intentionally adapt their behavior to the desirable parameters. But, on the other hand, much more problematical can be the knowledge that the diagnosticians could deduce incorrect or unsubstantiated conclusions from the observed behavior. This aspect is extraordinarily dangerous in situation of the diagnosing motivation attributions of behavior and preparing starting points of the next motivating. Thereto, it is needed to plan all project of the observation really carefully, divide the extensive forms of the observed events into as small as possible elements, and use as more as possible specified (detailed) manner of the recording, assessing, and also interpreting information.

17.7.
Work Meetings

Work meetings can be (apart from the other meanings and purposes) perceived also as the specific qualitative method of information retrieval about the employees' motivational expectations and propositions. In general understanding, the work meetings are the tool of creat-

ing new ideas. These ones are the tool of attitudes expression towards the defined problems and realities. Work meetings are the valuable tool of the employees' participation in management, team communication, employees' and managers' strategic thinking on all levels of the organization hierarchy.

The work meetings can be appraised as an efficient only when the fulfilment of their basic goals is achieved at full degree. The basic goal usually consists in discussing the successful behavior of the concrete organizational unit (department, division) and setting future tasks and duties. However, apart from these primary job-organizational goals, from the point of view of the information-diagnostic research of motivation, the realization of work meetings can be orientated to the following **simultaneous (attendant) goals**:

a) ***An obtainment of information about the motivational atmosphere, ascertainment of group instigations, expectations, and propositions of the employees*** in the area of a need for more efficient motivating in the future period. The reason of this goal consists in knowledge that the most valuable ideas and perceptions will arise as though **involuntarily**, especially, if the basic purpose deals with devoting attention to the other questions (for example, the work tasks fulfilling). Direct participants of the motivational processes, i.e., the employees and their superiors, can be more open, creative, and willing to discuss *together and in deeper relations* in case of the work meetings motivationally realized because these ones are intended significantly more widely than only the interview devoted directly only to the motivation questions.

b) ***An informing about the successes and failures in motivation effort exerted so far*** which can (apart from an existing motivation strengthening) inflame the common discussion about the eventual failures and reserves of the motivating participants. Especially, such discussion and propositions generating can be contributive that enable to determine ways in which the organization can repeat these successes, and also, seek the ways how to prevent arisen mistakes. Essentially, this work meeting purpose can represent a further (qualitatively higher) form of the motivational propositions ascertaining that is strengthened by the ex-

perience of present satisfaction or the demotivation of meeting participants.

c) ***A making decision about the purposes and contents of the group motivation program*** which is so much important that it is needed to collect and agree as more as possible opinions. Generally, this situation concerns the fulfilment not only of diagnostic-motivational intention of the work meeting, but, especially, its creative decision and realization mission. Again, the communicational skills of work meeting moderator predetermine to what extent the total agreement of opinions of all participants and identification them with proposed content of motivation project will be achieved.

d) ***A proposition and coordination of the motivational activities****,* namely, in case of the specification of motivation program of the organization when it is needed to achieve a participation and coordinated proceeding of the various organization units, divisions, or departments. This goal is characteristic for work meetings of the organization top management in which the particular representatives of their departments should express their motivation propositions and also present in what manner their departments could contribute to the achievement of defined metes.

There is an important fact that, probably, it is impossible to fulfil all four mentioned above attendant goals in only one work meeting. Thereto, it should be dealt with a **logical gradualness of continuous purposefulness** and an achievement of goals of several continuing work meetings developed mutually, depending on the successfulness of goals achievement in the previous meetings.

It is needed to also note that the work meetings contribute to the informedness increasing and providing the knowledge, skills, abilities, and experiences to the ***new or less skilled employees or managers***. From mentioned viewpoint, the work meetings can be understood as a tool of more immediate, less stressing, and especially more motivating way through which it is possible to obtain new instigations also from the new members of work group or involve the new members into intellect-creative processes running within the group. In this way, the work meetings can increase a loyalty of the new employees and effort for identifying their goals with goals of the organization.

Because the results from practice of many organizations confirm that ineffective work meetings cause high personal costs, it is necessary to devote increased attention to the meetings preparation and realization. It is needed to prepare in advance the **scenario of work meeting**, conduct it according to the principles of moderating and use the principles of time management and determination of the priorities of problems in the meetings. After finishing particular parts or all meeting, it is necessary to summarize information. In meeting conclusion, it is needed to demand a feedback of right understanding all discussed realities and obtained instigations from all participants.

17.8.
Brainstorming

A brainstorming is based on principle of *the inspiring and consequent generating instigative information/ideas and preparing propositions* in the defined theme. From mentioned reason, the brainstorming can be included into the qualitative methods of retrieval and processing information/instigations which could become a serious source in elaborating motivation programs or motivational strategy of the organization. Justifying this notion, a following opinion can be presented: "Brainstorming should be ranked among the techniques used in information and data collection which are necessary for solving problem, disclosing various possibilities, and naming various aspects of the resolution. It cannot be forgotten that the idea is not the same concept as the solution. The brainstorming leads to the idea. The solution is found after ideas considering and assessing,"[393] [Žák, 2004, p. 173].

Many authors present the group of participants in brainstorming should be composed of the experts in considered field as well as the total laics in this theme. Perhaps, it is possible to raise the objections that all employees and managers of the organization are the experts in the field of motivation (motivation concerns them at great degree), and, the application of brainstorming in this situation does not meet with demand to engage the laics into this method. However, probably not all opera-

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[393] Žák, P.: Kreativita a její rozvoj. Brno. Computer Press. 2004

tive employees are the experts in the area of correct use of managerial techniques, organization strategic objectives and priorities, etc. From the viewpoint of the managerial competence, the operative employees can be considered as less skilled in the field of influencing motivation of the other individuals and groups.

In area of the instigations retrieval for motivating, the brainstorming method realized effectively predetermines **the keeping following principles**:

a) **In the introductive phase** of this method, it is needed to thoroughly inform the method participants about the mission which they have to fulfil. It means the moderator has to explain them an importance of the motivation and necessity of its permanent forming. It is very important to emphasize that the generating ideas and instigations can be contributive not only to the immediate participants of this running method but also to the other employees and managers who are participating in the brainstorming meetings with identical purpose in the other groups (groups with different composition of the participants). It is also necessary to inform participants that information and ideas from *all brainstorming groups* will be consequently used in creation of the efficient motivation programs of the organization (including divisional, departmental, and individual programs). The participants' willingness to involve them into this method can be strengthened in this way.

b) **In the intellect-creative phase** of brainstorming, the task of moderator consists in an instigating participants to *generating as rich as possible spectrum of information and ideas*. Thereto, it is needed in maximal extent to *develop the fantasy of participants* and eliminate the fear of eventual making a fool of them for "senseless" or untraditional idea because just these ideas could be very inspiring and could consequently call up new and new ideas of the other participant. The knowledge is the most essential that *each member of method may present an arbitrary proposition* which is related to the motivation and its influencing only peripherally at least. In this phase, the expression of any evaluative conclusions (judgments) about the presented ideas is not admissible. It means it is impossible *to express criticism,*

call any idea into question, and object against the logicless, potentially high costs, or psychic demandingness of the realization of generated motivational approaches, because the goal of brainstorming consists in supporting creative ideas of each member. After finishing this stage, i.e., after presentation of all instigations of all participants, it is possible to approach continuously to the next brainstorming phase.

c) **In the evaluative-creative phase**, it is needed to judge all ideas generated in previous stage through *very tactful and rational manner*. It means the participants choose together and equally, by the meaning of open and argumentatively supported discussion, such ideas from the set of all ideas and instigations which should be developed in further discussion. At the same time, the participants select such ideas which cannot be realized really. From the viewpoint of the participants' motivation to further developing accepted ideas, and also from the viewpoint of the motivation for further brainstorming meetings in the future, all unrealizable thoughts have to be recognized (for example, their originality, courage of proposer, etc.) – this motivational effort must be realized by the moderator and all other participants. The ideas those was judged by participants as realizable, must be **worked out into shape/form of the proposals** (through creative and equal way and giving chance for all participants). This shape should contain the determination of all proposals positives and negatives, realization proceeding, need for resources of the realization, etc.

Evidently, the brainstorming method depends on the success with which the generating new idea is inflamed, without any inhibitions, and without feeling of embarrassment, or fright. From this reason, the personality of moderator is very important. He/she must be able to instigate and keep adequate, obliging, agreeable, and creative atmosphere in the course of all discussion. At the same time, he/she must be able to bring participants to the method conclusion, i.e., the retrieval of relevant information and motivating proposals.

17.9.
Brainwriting and its Variants

A brainwriting is a modification of the brainstorming method whereabouts the participants do not generate information and do not present their ideas verbally in lively discussion with the other participants. All method is realized *intermediately*, for example, in writing form or through computer network. The moderator's task is less exacting because he/she has not to be so much concentrated to the keeping absolutely obliging character of the discussion. An acceptation of evaluative judgments of the particular ideas is left to each participant, in the framework of the each participant's ability to handle an eventual rejection of his/her ideas from side of the others. However, an inspiring-creative task of the moderator stays unaltered and the great emphasis is putting upon it. Namely, the task of this modification is the same: to retrieve various but, simultaneously, relevant spectrum of information and proposals for more efficient motivating.

Also in case of the brainwriting, the ideas can arise not only in original but also in derived way (the ideas presented in writing can become an inspiration for origin of the further, new idea of other participant). On the other hand, this intermediated modification is cheaper in comparison with the brainstorming. In addition, in some cases, it is impossible to prevent the fear or fright of some (closed or shy) participants. Thus, the personal form of discussion is not desirable and the brainstorming has to be substituted by the brainwriting.

Contemporary literature presents *some variants of the brainwriting*. The most interesting variants include, e.g., forced brainwriting, brainwriting game, and brainwriting X – 3 – 5.

Forced brainwriting

The gist of a forced brainwriting does not primarily consist in obtaining new ideas but in obtaining all possible, positive and also negative, *expressions to already existing idea*. The participants' task means to develop submitted (forced) idea into the shape of totally realizable proposal, especially, without any common discussion during the all

method lasting. The proceeding can be following: the moderator has to prepare the sheets of paper in which the "forced" (always identical) idea is described; each of the participants has to got one sheet in which he should write down individually *all his/her expressions* and comments; each of the participants has to give a sheet to the moderator and simultaneously he/she obtains a sheet which has belonged to other participant originally; after studying obtained sheet, he/she can write down eventual further, new ideas. The method can be concluded when all sheets are fulfiled. For example, if the forced idea has concerned the using café-rooms system as a communication-motivational tool increasing the level of perceived satisfaction and motivation, the result of this method could consist in obtaining complex proposal how to realize concretely this idea in environments of the organization (with all appropriate demands and effects).

Brainwriting game

Further of the variants, a brainwriting game, is based on the utilization not only the creativeness but also the *competitiveness* of participants. In starting phase, the participants' task represents a generating set of *as more as possible inconvenient or incorrect* ideas. In further phase, it is needed to choose the least convenient ideas, the mostly unrealizable ideas from the set of all incorrect ideas. After this, the moderator has to divide participants into two mutually competitive groups whereupon the duty of each group consists in creation of the purposeful and realizable proposal from the set of the least convenient ideas. In further competitive discussion, both groups should come to an agreement in acceptation of the optimal solution (optimal solution can be represented by proposal either first or second group, or the groups can come to an agreement in combination of both ideas into one resultant proposal).

Brainwriting X – 3 – 5

A brainwriting X – 3 – 5 can be used as a method of inspirations retrieval and also their transformation into the motivation proposal. The variable number of participants can participate in this method ("X" in method name expresses a voluntary number of the participants). The gist means to manage that each of the participants will write down three

important information or ideas in defined area in each round ("3" in method name represents the desirable number of ideas in each round), always in time limit 5 minutes ("5" in method name represents time lasting of generating ideas in every round). After running out of time limit, each participant has to hand over his/her sheet of the paper to the neighboring participant[394] [Capponi, Novák, 1994, p. 140]. It means that all participants give their sheets to the neighbors in method and, simultaneously, they obtain further sheet in which the ideas of other participant are already written down. The task consists again in the complementing further three ideas in obtained sheet during five minutes, or, when any participant does not find further original ideas, he/she must express his/her opinion on the ideas which are already written down in sheet. In this way, the method is repeated again and again, until the original sheet is not given back to each participant who has written down his/her first three ideas in this sheet of paper. There exists really rich amount of information and ideas in this situation. These ones are prepared almost to the form (shape) of relevant proposals whereabouts the best of them can be worked out (through common discussion or writing way again) to the final, realizable version.

17.10.
Methods of the Statistical Processing and Evaluating Information

Evidently, probability-statistical methods become at present a necessary component of every thorough research effort. These ones can be used in the research sphere as well as in organization environment, especially, in case of the data processing and interpretation, proposing convenient procedures, etc. From this point of view, in the statistical assessing information obtained through quantitative or qualitative techniques, the researchers can use some simpler or more complicated methods.

In general, all indicators, through which the knowledge of realized research can be searched and described, represent an elementary event.

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[394] Capponi, V. – Novák, T.: Sám sobě mluvčím. Praha. Grada. 1994

A situation becomes often that the diagnosticians are able, possibly, they consider as useful to describe the elementary event ω only through some its number characteristics $X(\omega)$ (for example, according to the style of leadership, the type of effectuated motivation approach, etc.). These characteristics often represent the random quantity. In mathematical point of view, the random quantity X represents a real function (its values are the real numbers) defined in the space of all elementary events Ω. Evaluating these ones, the diagnosticians can be interested in probability with which the random quantity obtains a concrete real value x, i.e. $P[X = x] = P(\{\omega \in \Omega, X(\omega) = x\})$. Possibly, the probability with which considered random quantities are occurred in interval of real numbers $\langle x, y \rangle$, i.e. $P[x \leq X \leq y] = P(\{\omega \in \Omega, x \leq X(\omega), X(\omega) \leq y\})$. The presented function $P[X = x]$ with independent real variable x is called as a probability distribution of a random quantity X. Partial picture about the random quantity X is determined by ***expected value***

$$EX = \sum_x xP[X = x],$$

it means weighted mean of its values (sum of all values $xP[X = x]$ for all possible value x).

The statistics searches extensive sets of the values and looks for such characteristics which are expressed in greater amount, but not singly[395] [Zvára, Štěpán, 1997, p. 140]. The basic concept is represented by statistical set X which means the set of particular statistical elements X_1, X_2, …, X_m, i.e. it holds $X = \{X_1, X_2, …, X_m\}$. The statistical set can be defined through some rule or only simply through enumeration of the particular elements. Thus, the diagnosticians work with statistical units, whereabouts in case of every unit, there can be measured one or more statistical characteristics (analogously like in case of the random events ω its number characteristics $X(\omega)$). The measuring must be understood in a wider context in comparison with the standard life. This fact

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[395] Zvára, K. – Štěpán, J.: Pravděpodobnost a matematická statistika. Praha. MatFyz-Press – Vydavatelství Matematicko-fyzikální fakulty Karlovy univerzity. 1997

is related with several scales according which it is possible to measure and which should be differentiated.

A nominal scale is the most simply scale. This one presumes disjunctive (mutually non-interdigitated) categories which embrace all possible values of the measuring (for example, annual decades in the population distribution according to age, respectively, sex, qualification, etc.). Practically, it is dealt with analogy of decomposition of the random event. Any relationship and any order do not exist among the particular values.

When the order of given values is added to the previous scale, the result will consist in *an ordinal scale*. The particular values can be indexed and ordered in accordance with these indexes (for example, from the smallest to the greatest). These indexes express only a position, not a mutual distance. *An intervallic scale* presumes necessary the number values. Also their order is determined in this way. Distances between the particular values of this scale are constant.

It is important to mention also *a ratio scale* the value of which gives the ratio of measured quantity to defined in advance unitary value. In this case, zero means a non-existence of the given measured characteristics.

The statistical characteristics, measured with help of the nominal and ordinal scale, sometimes are called as the quantitative, and characteristics, measured with the help of interval or ratio scale, are called as the qualitative. The manner of measuring depends on the purpose and goal of the measuring and evaluating measured data.

Simple indicators, through which it is possible to retrieve the primary information serving, especially, like a primary identification of the realized research parameters, include the *absolute calculus* (for example, the frequency of respondents preferring the application of creative style of the leadership, resp. the frequency of some creative activities in given searched sample, etc.), the *relative calculus* (this one expresses a share of the concrete group of respondents to the number of all respondents, usually is expressed in per cent), the mean, resp. the *arithmetic mean* (for example, the average number of used motivation tools applied by one manager), and the *median,* i.e., a geometric center of ordered set of the values (in case of the odd calculus of data, it is the value corresponding with middle index; in case of the even calculus, it is the

arithmetic mean of both middle values). Through median, it is possible to express, for example, the average efficiency of concrete motivation tool in relation to the given scale from 1 to 10.

The testing statistical hypotheses can be ranked among the suitable procedures and methods of evaluating these and also other more complicated indicators. In the statistics, the hypothesis means a certain affirmation which concerns the distribution of random variables probability or values of these distributions parameters. For example, it is desirable to ascertain whether the probability distribution from which is realized the random selection, ranks into the certain group of the distributions, or, whether k $(k \geq 2)$ of basic sets has identical dispersions[396] [Lamoš, Potocký, 1989, p. 109]. The hypothesis, the truth of which is verified by the diagnosticians, is called as tested or zero hypothesis, and usually is marked by symbol H_0. Against the tested hypothesis is put so-called alternative hypothesis H_1. The simplest case of parametrical test consists in situation when the distribution of random variable X depends only on one unknown parameter θ. If the purpose concerns the decision what of two hypothesis H_0 (i.e. truth $\theta = \theta_0$) and H_1 (i.e. truth $\theta \neq \theta_0$) to accept, it will deal with ***two-side alternative hypothesis***.

In the field of validity testing of the particular motivation starting points, it is possible to include t-test, test of goodness of fit, and chi-squared test to the most important statistical tests. Their task consists, especially, in the supporting statistical relevancy of the realized research, and, in this manner, in strengthen argumentatively the significance of retrieved information and consequently also of the proposed arrangements.

T-test

Evaluating statistical significance of difference between two average results in the realized research, it is needed to consider not only with greatness of the ascertained difference but also with the standard devia-

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[396] Lamoš, F. – Potocký, R.: Pravdepodobnosť a matematická štatistika. Štatistické analýzy. Bratislava. Alfa. 1989

tion and greatness of the researched sample. It holds in any difference from expected value that the more less is the standard deviation and the greater is greatness of the sample, it will be the more probable, that the diagnosticians will be able to reject a zero hypothesis. At the same time, the standard deviation is the function of difference between the result of each individual, and the total average score, and the greatness of evaluated set. The greater is standard deviation, the greater is variability of obtained results.

It means the task of t-test application consists in assessing *significance of the difference between the expected values* of both groups results whereabouts t-test considers necessarily with greatness of the sample and deviation from the result in both groups[397] [Arnold and all, 2007, p. 73].

There is an important fact the exact value, needed for determination of significance, *depends always on greatness of the searched set*. In general, it is possible to use the statistical tables which present the minimal values „*t*" for the achievement of statistical significance on the level 0,05; 0,01; and 0,001 for arbitrarily great searched set. These minimal values are often marked as so-called critical values.

It means more concretely, using questionnaire research, the diagnosticians can define the hypothesis, for example, that the efficiency of particular motivation tool will be *generally hierarchically different*. It means the assumption that the searched efficiency of concrete motivation tool will be significantly differed in case of the managers and in case of the employees. It the managers have presented in questionnaires the perceived efficiency of building space for self-realization averagely in value 7.6 (in offered scale from 1 to 10) and the employees in the average value 3.4, this difference of expected values can be considered as statistically significant.

It is possible to set also another hypothesis according to which the diagnosticians will presume the *different efficiency in the branches* whereabouts the statistical significance can be different in comparison to the previous hypothesis. It means the diagnosticians will compare the expected values of motivation tool efficiency in case of the managers

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[397] Arnold, J a kol.: Psychologie práce pro manažery a personalisty. Brno. Computer Press. 2007

working at the universities and the managers working in the productive organizations. If the efficiency has achieved the expected value 7.1 in case of the universities and expected value 6.9 in case of the productive organizations, then this difference might be considered as statistically unimportant. In this situation, the hypothesis has to be rejected, it means, it is needed to accept fact the hypothesis could not be affirmed.

Test of goodness of fit

The test of goodness of fit represents a method in which it can be decided whether given hypothesis can be accepted or rejected on the basis of repeated observations of the random quantity $X = \{X_1, X_2, \ldots, X_m\}$, i.e., on the basis of the random selection from X[398] [Likeš, Machek, 1983, p. 125]. This test deals with a question of the ***testing agreement of fit of the empirical distributions with theoretical these ones***. If the purpose consists in testing hypothesis that probabilities $p_1, p_2, \ldots, p_m$ of given events $A_1, A_2, \ldots, A_m$ are equal to given numbers $p_1^0, p_2^0, \ldots, p_m^0$, the diagnosticians will have to use the statistics with known distribution.

Values $X_1, X_2, \ldots, X_m$ represent the empiric frequencies which are obtained on the basis of experimental observations. Values np_1^0, np_2^0, ..., np_m^0 are the theoretic frequencies whereabouts it is needed so that $np_i^0 \geq 5$, $i = 1, 2, \ldots, m$. In this situation, it will be needed to measure the deviation of vector of the experimental observations results $X_1, X_2, \ldots, X_m$ from its "theoretical" expected value, i.e., vector $np_1^0, np_2^0, \ldots, np_m^0$. The distance measurement of empiric distributional function from the hypothetic this one can be marked as D. Quantity D is a function the of random selection, thus, this one is oneself random quantity which has its probability distribution dependent on the real distribution function of random value X.

$D_{1-\alpha}$ can mark the value which will be overstepped by D with probability α in case that the tested hypothesis is correct, i.e., when X

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[398] Likeš, J. – Machek, J.: Matematická statistika. Praha. SNTL – Nakladatelství technické literatury. 1983

has really the distribution given by hypothesis. After this, it has to be chosen a small number α *(so-called level of the significance),* for example $\alpha = 0.05$. If the statistics calculated from selection obtains the values greater or equal $D_{1-\alpha}$, then the truth of corresponding hypothesis has only small probability, namely, it is equal α. Consequently, it flows from this situation that the tested hypothesis is not correct.

Chi-squared test

Through this type of test, there can be *confronted the frequencies ascertained really* X_1, X_2, …, X_m of events A_1, A_2, ..., A_m with *expected values of their frequencies* np_1^0, np_2^0, ..., np_m^0, in which the probabilities p_1^0, p_2^0, ..., p_m^0 are determined accordingly to the certain distribution[399] [Zvára, Štěpán, 1997, p. 192]. Zero hypothesis affirms that the probabilities of events A_1, A_2, ..., A_m are in progression equal p_1^0, p_2^0, ..., p_m^0. In this case, the testing statistics has following form:

$$X^2 = \sum_{i=1}^{m} \frac{(X_i - np_i^0)^2}{np_i^0} = \sum_{i=1}^{m} \frac{X_i^2}{np_i^0} - n.$$

The zero hypothesis on the significance level α may be rejected if $X^2 \geq \chi_{m-1}^2(\alpha)$ holds. It is evident that the hypothesis does not agree with reality just in such case when the values of this statistics are great and not small.

If defined hypothesis does not determine only one *m*-tuple of the probabilities, the more complicated situation will be happened. It usually means the case when (keeping the truth of hypothesis by these probabilities) the functions of small number of the parameters are determined. So that the statistics χ^2 can be used, and so that the ascertained frequencies can be compared with the expected values in case of zero hypothesis, it is needed firstly to estimate unknown parameters, namely, with help of an adequate system of convenient equations. If the resultant

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[399] Zvára, K. – Štěpán, J.: Pravděpodobnost a matematická statistika. Praha. MatFyz-Press – Vydavatelství Matematicko-fyzikální fakulty Karlovy univerzity. 1997

value χ^2 is less than the critical value, the hypothesis may be affirmed as true.

17.11.
Analysis

An analysis is the quantitative method which attempts to search and explain a certain event through thorough intellectual or real division and searching all its components. Like a scientific proceeding of thought, the analysis is focused to the decomposition of a whole into its particular elements whereupon this one subjects these elements to a careful searching.

The analysis can be focused to the various areas and aspects of the searching and evaluating retrieved information. In this meaning, we can be suggest, especially, the thorough analyzing information obtained through the method of questionnaire, interview, experiment, or observation; the analysis of writing documents and records of the organization; the cluster analysis; and the meta-analysis. In addition, some methods of the statistical processing and evaluating information can be used in case of all mentioned types of the analysis.

Analysis of documents

Evidently, searching field of the motivation and motivating, the diagnosticians cannot be orientated too narrowly, only to a few isolated problems. They should search and concern with the mutual connection of many events, processes, elements, tendencies which together give a clearer picture of the motivational habits and may become a good basis of new knowledge and propositions obtainment.

Thereto, in most cases, the analyzed documents are worked out primarily for other purposes within the organization. However, they can be perceived and usable also as a resource of very valuable knowledge of the motivational starting points. In these intentions, ***the writing records and reports*** of internal evidence of the organization can be understood as informatively important. For example, the diagnosticians should analyze information about the work accidents, the fluctuation, the wastage, the costs of existing motivating, the productivity of work,

the added value per one employee, the fulfilment of various plans, the quality of processes running within the organization, etc. It is needed to analyze in detail also the instigations collected in anonymous or address boxes of the ideas and complaints of the employees, the records of work meetings and communicational meeting, the reports of final assessment of the extensive projects, etc.

The important attention should be devoted to the analyzing *relevant writing forms* used in the processes of human potential management and development, for example, the plans of need and resources of human potential, the job analysis questionnaires, the job descriptions, the job specifications, the norms of work behavior, the work diaries of administrative and creative employees, the self-appraisal forms, the summary forms of total work performance appraisal, the plans of carrier growth, the plans of training and developing employees, the forms of skills inventory, the knowledge maps, the existing motivation programs, the outgoing questionnaires, etc. It is convenient to evaluate also *the strategic documents and plans of the organization,* i.e., the vision defined in writing, the mission, the organization structure, the strategic objectives, the strategies of organization, the philosophy, set of the policies used within the organization, the psychological contract, and so on.

It is needed to analyze also the writing records of all types of the *processional interpersonal interviews,* namely, the preliminary interviews (interviews of first contact with the job applicants), the selective, orientation, appraisal, and outgoing these ones. Convenient analytical material can be represented by the *outputs and results of various types of the tests* utilized within the organization, for example, the tests of emotional intelligence, the tests of personality, the tests of attitudes, the tests of mastering stress, the tests of creativeness, etc.

After thorough analysis, all information flowing from the mentioned above documents and records should be judged from the viewpoint of the positive and negative experiences, and desirable traditions, and necessities so that they can be usable for the preparation of motivational environment of the organization in future.

Cluster analysis

If the organizational executives decide to apply the specific group approach in creating motivation programs, in the framework of which

the groups are not understood from the viewpoint of the membership in concrete department or work team, but the groups are defined on the basis of similarity of the employees' motivational preferences (whereabouts they can rank into the various work groups or teams), they can use the advantages of a **cluster analysis**. The cluster analysis represents the set of mathematical and statistical techniques which are used in identifying and connecting objects (i.e., employees) into the clusters (groups) in a way so that their intra-group homogeneity will be as great as possible and the differences between the objects from different clusters will be as great as possible[400] [Hitka, 2004, p. 7]. It is desirable to note the setting groups orientated similarly motivationally can issue from the processing and evaluating information presented by the respondents in motivational questionnaires. But, a certain disadvantage of the cluster analysis application consists in the fact the questionnaires have to be address, not anonymous, so that the exact identification of each concrete employee or manager, who has completed a questionnaire, could be possible. In this way, the total openness of respondents in their expressions can be impaired.

From methods of the cluster analysis, **the Ward's method** is used the most often in the practice. This one is based on maximization of inter-cluster homogeneity whereupon the inter-group value of squares sum is used for ascertaining this homogeneity. The importance of this method consists, especially, in the fact that it helps to search possibility for the *creation of* **certain types** *of the motivation programs,* i.e., the possibility to create unific motivation programs for the groups of employees with the similar motivational profile. This way can help to a certain simplification in the creating motivation programs and an efficiency improvement of their application. But, it must be mentioned the creating considered groups *has not to mean the forced grouping employees with the motivational profiles which are different in their gist*. In this way, the principle of using individualized motivational approach, which respects differences and uniqueness of the particular organization members, could be broken.

As mentioned above, the Ward's method attempts to find as small as possible total value of the sum of squares among very similar groups,

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[400] Hitka, M.: Metodika analýzy motivátorov v podnikoch DSP. Zvolen. Vydavateľstvo Technickej univerzity vo Zvolene. 2004

resp. clusters. The clusters have to be created in each step. This proceeding leads to less and less value of the squares sum. The sum of squares will be minimal in resultant cluster whereabouts it is named as an error sums of squares (ESS)[401] [Green, Carrol, 1997, p. 57]. Consequently, the diagnosticians must name and interpret the gist of created clusters and explain what characteristics make differences between them. Looking for and describing character and gist of the clusters, the cluster centroids are often used (arithmetic means of the characteristics measured upon the objects included into considered cluster).

The output of cluster analysis application can consist in defining particular groups of the employees similar in their motivation, including the determination, what motivational tools or events are the most efficient for them (the measurement of efficiency is checked by the respondents in questionnaires). It means it is possible to obtain altogether fitting picture of the strongest preferences of each individual within the group, and thus, to choose directly such set of the motivational elements which enable to strengthen the future level of motivation in the considered group. However, the application of specific motivation programs, created in this way, can be exacting in the practice because the employees grouped into these artificial clusters can be subordinated to the various managers. Then, their thorough cooperation and coordination of all motivational arrangement is necessary.

Meta-analysis

Meta-analysis is relatively new method through which it is possible to more thoroughly process the collected results, knowledge, and information. The goal of this type of analysis consists in statistical including results of independent studies of identical event into the higher whole, with the purpose to ascertain whether the results of greater number of the independent studies are the same. It means, the effort of meta-analysis means to determine whether the achieved results express a formula of relations which is repeated in the considered studies[402] [Hewstone, Stroebe, 2006, p. 143].

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[401] Green, P. E. – Carrol, D. J.: Mathematical Tools for Applied Multivariate Analysis. New York. Academic Press. 1997

[402] Hewstone, M. – Stroebe, W.: Sociální psychologie. Praha. Portál. 2006

Arnold and his colleagues present that the goal of meta-analysis concerns the providing survey and summarization of that what general conclusions can be deduced from the searched information[403] [Arnold and all, 2007, p. 79]. In this situation, the diagnosticians can utilize some concepts searched mutually, for example, the influence of greatness and/versus the statistical significance whereupon when they realize the meta-analysis, they can issue from the measuring continuousness (correlation) between the searched variables from each of the relevant research. Consequently, it is possible to search them one another depending on the greatness of searched sample of the respondents.

The most important advantages of the meta-analysis can content the fact that this one can be focused to searching of the suitableness and relevancy of used research method (experiment, questionnaire, interview, observation), and in this way, this one can contribute to the permanent improvement of every further retrieval and evaluation of the future motivation starting points.

The application of meta-analysis can richen the acquired knowledge in many further aspects. For example, the diagnosticians *can segment the sample of respondents* of several studies/research projects realized *in various time periods,* namely, into group of the managers, group of the administrative employees, or group of operative employees (workers). In the framework of these partial segments, it is possible to search the time trend in dependence on two or more key variables in the considered segment (for example, the measure of employees' informedness versus the degree of their potential utilization in several searched time periods, the style of leadership used towards the employees versus trend of motivation level felt by them, etc.).

The meta-analysis can use also the *dynamical hierarchical cross comparison,* and in this way, it enables to search the dependencies of various parameters between the segments one another, in various time horizons. For example, the diagnosticians can search, in time trends, whether and to what measure the strength of managers' motivation has influenced the level of employees' motivation, respectively, to search whether and to what measure the strength of managers' motivation has

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[403] Arnold, J a kol.: Psychologie práce pro manažery a personalisty. Brno. Computer Press. 2007

influenced in past and influences also in present the willingness of employees to increase a level of their complex performance, etc. It means through effectuating sufficiently long-term and extensive research, and simultaneously, using the synthesis, the diagnosticians can create certain generalized statements concerned with the mutual dependencies and relations of two or more variables, i.e., they can support or confute the hypothesis defined in this area in advance.

17.12.
Synthesis

A synthesis in its gist supplements the analysis and creates with analysis an inseparable, from the viewpoint of the rational knowledge, necessary unity. The synthesis, as a method of evaluation of the qualitative research, connects the particular elements into the whole and gives the right sense, clear concreteness, and logic connections to the synthesized whole. It means the purpose of synthesis attempts to synthesize – *connect logically* – all important and relevant information obtained through realized in detail analysis of the significant event, process, or reality.

The knowledge is an important that the synthesis proceeds from the simplest concepts to the more complicated, and, at the same time, it tries to find the needed connections. Just this aspect is extraordinarily important to the diagnosticians. In this meaning, the synthesis probably represents a necessary concluding act of all previous analytical effort. It means, without the effectuation of purposeful synthesis, the retrieved analytical knowledge would not have such strong informative value and predictive relevancy as it is needed in this field.

17.13.
Deduction

A deduction is the qualitative method of searching and evaluating obtained knowledge and information through which the new claims, conclusions, or consequences are created from primary assumptions,

with using some rules. The deduction always proceeds from general to specific. As Pauknerová and her colleagues present, "… the deduction enables to apply general knowledge upon the concrete situation, and in this way, for example, this one enables to expect a certain development of concrete situation in accordance with the chosen rule,"[404] [2006, p. 81].

The most often, the deduction can be used in such situations when the diagnosticians have mastered to collect an extensive knowledge material (for example, analyzed and synthesized results from questionnaires, interviews, experiments, or observations) from which it is needed to deduce all usable consequences through expert, professional way. From these outcomes, there may be consequently created a new knowledge-starting point base which can provide a new and, simultaneously, true knowing to the organizational executive.

Thus, the deduction means a ***logical deducing of the particular case***, possibly conclusion, concrete connection, or knowledge, namely from generalized, widely holding knowledge. However, it is important to warn that the diagnosticians never must let them be emotionally influenced by the obtained information. Evaluating any signals and deducing necessary logic conclusion, they have to stay always objective, unbiased. To keep mentioned condition needs not probably be simple for the diagnosticians in area of the motivation. On the other hand, the advantage of deduction method is the fact that, in case of need, it is possible to analyze the generated knowledge quite simply, i.e., verify a truthfulness of new knowledge with help of the various statistical and probability methods.

17.14.
Induction

An induction represents the method that enables to conclude a general conclusion or knowledge from the particular statements/information and relations between them. In this case, the general conclusion issues from the assumptions including all particular cases which are already

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[404] Pauknerová, D. a kol.: Psychologie pro ekonomy a manažery. Praha. Grada. 2006

searched. It means the induction proceeds from the particular to the general. In the contrast to deduction, the induction represents, in this meaning, a ***deducing general conclusions through the generalization*** of searched specific cases, facts, or events.

Certain disadvantage of the induction means that the evaluator/diagnostician as the individual is not sometimes able to totally disclose all typical expressions of the searched area. If the organization decides to prefer either observation or interview as the research method, the diagnostician will have to meet face-to-face with many employees. The final conceptions and hypothesis can be consequently generated on the basis of immediate interactions with these employees. But, at the same time, the ascertained information often depends on the concrete situation and the analysis of this one is essentially more complicated and long in comparison with using, for example, standardized questionnaire. From the mentioned above reasons, the induction method put high demands upon the analytical and logic-creative abilities of the diagnostician or evaluator.

17.15.
Experience and Intuition

An experience (empiricism) represents the specific method of development and enrichment of the existing knowledge. It means the way of an acquiring new knowledge and skills whereabouts the new knowledge is a product of the permanent and intentional recognizing and evaluating all aspects of the experienced situation and practice.

An intuition is understood as a kind of immediate knowledge that issues from the experience existing so far. This one usually precedes logically and in time advance the rational knowledge. An intuition may be perceived also as an individual's ability to put into his/her memory a great amount of fact, logical, quantitative and qualitative information, combine them mutually, and create a new, as if involuntary resolution in actual time. The intuition is often a beginning of a certain scientific knowledge (premonition, idea). Because the people are very complicated beings and their behavior can be differed in particular situations, it is necessary to adapt searching to the idea that every feature of the mo-

tivated behavior reflects the various conditions in various situations. Just here is the space where the intuition has to become an important and irreplaceable component of all process of the systematic searching of motivational tendencies.

Methods Combination

In spite of the fact that there exists quite extensive spectrum of the methods of retrieving and assessing key information which can help to the development of knowledge in the field of motivation and motivating, many of these ones have their own limitations, but even imperfections. So, the organization experts should thoroughly consider and respect disadvantages of the particular methods. Possibly, the managers, human potential experts, and employees of the organization have to use rather the **balanced combination of several presented methods**. In this way, they can extent the space for higher relevance of their diagnostic endeavour.

In the effort to support the mentioned opinion, it is convenient to present many arguments. One of the most significant these ones can consist in following opinion of M. Armstrong which concerns the research activities within the organizations: "It is interesting that if you directly ask concrete employees whether they are satisfied of their job, almost of them (70 – 90 %) will answer positively. People automatically respond in this way, without regard to their job, and in opposite to reservations felt strongly. This phenomenon can be explained probably through the fact, that even the almost of people is willing to admit they have reasons to complaints, people are not willing to admit they are unsatisfied of the job which they do not plan to leave. Thus, the summary measurement of satisfaction and motivation does not always disclose something interesting. In situation of the decision making whether certain measures can be or cannot be taken, it is much more important to turn attention to the particular aspects of satisfaction or dissatisfaction"[405] [2002, p. 710 – 711]. It means if the organization has decided to use, for example, only a questionnaire method for research in this area, it could lose a great amount of the instigations and warnings. Namely, the questionnaires can only to warn of the most remarkable signals

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[405] Armstrong, M.: Řízení lidských zdrojů. Praha. Grada Publishing. 2002

which consequently should be searched thoroughly, especially, by means of, for example, combined interviews, observation, or experiment, but the best, by means of several of mentioned methods. All retrieved information has to be statistically evaluated thoroughly.

Annex 1.

Work regulations in the mill of Amasa Whitney in Winchendon, Massachusetts (July 5 of 1830), mandatory to all staff

(Third-Sixth, Eighth taken from „Aspirations and Anxieties: New England Workers and the Mechanized Factory System" by David A. Zonderman, 1992)

First. The mill starts operation 10 minutes before sunrise all days in the year. The gates from March 20 to Sept. 20 are shut 10 minutes past sunrise and at 8:30 p.m. and from Sept. 20 to March 20th after sunset.

Second. All hands have to stay in their designated work area during the entire shift.

Third. Hands are not allowed to leave the factory in working hours without the consent of their overseer; if they do, they will be liable to have their time set off.

Fourth. Any one who by negligence or misconduct causes damage to the machinery, or impedes the progress of the work, will be liable to make good the damage for the same.

Fifth. Any one employed for a certain length of time will be expected to make up their lost time if required before they will be entitled to their pay.

Sixth. Any person employed for no certain length of time will be required to give at least four weeks notice of their intention to leave (sickness excepted) or forfeit 4 weeks pay, unless by particular agreement…

Seventh. An employee can be excused to leave their designated work area only with their overseer's permission.

Eighth. Any one who have leave of absence for any length of time, will be expected to return in that time; and in case they do not return in that time, and do not give satisfactory reason, they will be liable to forfeit one week's work of less if they commence work again. If they do not, they will be considered as one who leaves without giving notice.

Ninth. Hands during working hours must avoid any actions that can have a detrimental effect on manufacturing results. Any conversation, reading or food breaks are not allowed outside the designated break time.

Tenth. As I employ only skillful managers, I will always stand by their orders.

Eleventh. As smoking in the mill is a safety hazard, smoking is prohibited. The ban on smoking is addressed in an employee's insurance contract.

Twelfth. Hands and staff must abide by all of the aforementioned rules and regulations.

Thirteenth. The signal that indicates the beginning of a working shift goes off five minutes before opening the gates so that machinery is turned on on time.

Fourteenth. All employees have to inform their overseer in the event of damage incurred to machinery or broken windows, etc..

Fifteenth. Hands from Nov. 1 to the end of March have breakfast before the start of their shift; dinner from May 1st to the end of August is served at 5:30 p.m.; from Sept. 20 to March 20 at sundown. The breakfast break is given 25 minutes, 30 minutes for lunch and 25 for dinner, but no earlier or later than the opening and shutting of gates.

Sixteenth. Staff must vacate the mill 10 minutes after their shift, after which time the gate is shut.

Source: Adams, S. H.: Sunrise to Sunest. New York. Random House. 1950 (translated from Newstrom, J. W. – Davis, K.: Organizacionnoje upravlenije. Sankt Peterburg. Piter. 2000)

Annex 2.
YONNE Bank procedural regulations (year 1880, France)

1. Devotion, tidiness and precision are the foundation of a successful business.

2. Our bank has considerably reduced working hours. Our employees will have to arrive for work at 7 a.m. and work until 6 p.m. Sundays are off work.

3. The morning prayer is held every morning in the grand hall and is mandatory to all staff.

4. The dress code is modest, leaving no room for fantasy.

5. Coats are prohibited in the work place. If cold, one can wear a scarf.

6. The bank has a furnace. Wood and coal is kept in a designated box. We ask that all staff bring in 4 pounds of coal each in the winter time.

7. Staff is not allowed to leave the workplace without the director's permission. Bathroom facilities are in the garden behind the house. The staff is to see to keeping it tidy.

8. Talking during work hours is strictly prohibited.

9. Craving for smoking, drinking wine or beer is a human weakness and one not permitted to our staff.

10. Even though work shifts are reduced, staff is allowed to snack without leaving their work place from 11:30 a.m. to 12 p.m., but without stopping work activity.

11. Employees have to bring their own feather pens, a sharpener is available at the director's office.

12. One of the employees is appointed to supervise others and the premises. Younger employees have to stay for 40 minutes after their shift so as to clean up the premises. The brooms, soap and rags are provided by the management.

Owners recognize the new work regulations and hope that improvements to working conditions will increase employee productivity and compensate for this fantastic comfort.

Source: Bagdonas, E. – Kazlauskiene, E.: Verslo pradmenys. Kaunas. Kauno technologijos universitetas. Technologija. 2002 (translated from: Martory B. – Dupuy, Y. – Pesquex, Y.: Economie d'entreprise. Editions Nathan. 1988, p. 197)

Annex 3.
The 14 management principles by Henri Fayol

1	*Division of work:* Specialization allows the individual to build up expertise and thereby be more productive.
2	*Authority:* the right to issue commands, together with the equivalent responsibility for its exercise.
3	*Discipline:* this is two-sided, for employees only obey orders in management play their part by providing good leadership.
4	*Unity of command:* Each worker should have only one boss with no other conflicting lines of command.
5	*Unity of direction*: people engaged in the same kinds of activities must have the same objectives in a single plan.
6	*Subordination of individual interest:* management must see that the goals of the firm are always paramount.
7	*Remuneration:* payment is an important motivator although, by analyzing a number of different possibilities, Fayol points out that there is no such thing as a perfect system.
8	*Centralization or decentralization:* a matter of degree depending on the condition of the business and the quality of its personnel.
9	*Scalar chain:* a hierarchy is necessary for unity of direction but lateral communication is also fundamental as long as superiors know that such communication is taking place.
10	*Order:* Both material order and social order are necessary. The former minimizes lost time and unproductive handling of materials. The latter is achieved through organization and selection.
11	*Equity*: in running a business, a "combination of kindliness and justice" is needed in treating employees if equity is to be achieved.
12	*Stability of tenure of personnel:* Stability of tenure: this is essential due to the time and expense involved in training good management. Successful businesses tend to have more stable managerial personnel.
13	*Initiative:* Allowing all personnel to show their initiative in some way is a source of strength for the organization even though it may well involve a sacrifice of personal vanity1 on the part of many managers.

| 14 | *Esprit de Corps:* Management must foster the morale of its employees. As put by Fayol "real talent is needed to coordinate effort, encourage keenness, use each person's abilities and reward each one's merit without arousing possible jealousies and disturbing harmonious relations". |

Source: Stoner, J. A. F. et all: Vadyba. Kaunas. Poligrafija ir informatika. 1999, p. 37. (Fayol, H.: Industrial and General Administration, J. A. Coubrough, trans. Geneva. International Management Institute, 1930); Pugh, D. S. – Hickson, D. J. – Hinings, C. R.: Great Writers on Organizations, 1964, 1972, 1983.

Annex 4.

Meredith Belbin's team roles (prepared by the authors based on research results)

Coordinator – the coordinator role is that of a chairman, clearly oriented towards the social aspects of the group, i.e. keeping it unified and solid. The coordinator can use persuasion to steer a group towards achieving its goals and arriving to the best decision, but is also prepared to hear out what others have to say. While the coordinator may not always be appointed to lead a team, these individuals are most suited for leadership. Without a coordinator, there may be no one to unite the team with its different attitudes and to clearly define goals and unveil the strong and weak points of separate team members, which may compromise the activity of the group as a whole. A coordinator is unlikely to be very creative, but their positive characteristics may work towards tapping the creativity of other team members.

Shaper – task-oriented individuals who can formulate clear goals, are involved in the work process and call on others to follow suit. These individuals are typically extraverted, driven and confident, enjoy taking on a leading role and pursue success. Shapers are known to also challenge others, making their working relationships more complicated than is the case with individuals in the coordinator role. Despite having many interesting qualities, shapers tend to be impulsive, impatient and likely to get involved in scandals, however they typically don't hold a grudge. Shapers can sometimes also be doubtful and intolerant when it comes to innovations, however try to work towards this end, and these efforts usually yield results.

Implementer – a person who sees to carrying out practical tasks and makes sure this is done in a timely and efficient manner. Implementers are practical and sensible, however are known to be inflexible and imperceptive when it comes to new ideas and slow to adapt to change. They perform best in a stable environment and tend to be perfectionists that can cause them to be overly focused on minute tasks, forget other aspects of work and even their personal life.

Teamworker – a role oriented at keeping the team united. Teamworkers are known to prompt co-operation, provide quality ideas for implementing under way tasks, are helpful, flexible and good listeners, all

qualities for which they are justifiably valued as the corpus of the group. These individuals are usually sensitive, but sometimes lack determination and the ability to cope with conflict situations.

Plant – creative individuals who notice things others tend to miss. They are good at generating new and strategic ideas. The plant is usually very creative and original, and could dedicate all their time for coming up with new ideas, which can lead them to lose sight of group needs and goals and be closed to more orthodox opinions. For these reasons the plant is least likely of other team roles to feel like a team player. Without a plant, a team may risk a shortage of new ideas, and, in turn, too much input from this role can be a threat to the continuity of a chosen line of work. As plants are usually more concerned with creative problems than with what they see as a mundane process of task implementation, it is best to steer these individuals in the right direction and supervise their work.

Resource Investigator – usually a very enthusiastic, curious and communicable person, and one who is good at negotiating. Resource investigators have good practical relations both within their team and outside it and are usually likeable. These individuals are more interested in investigating what goes on and where and to establish contacts with the external environment, making them perceptive of the importance of new ideas and the possibilities they bring. Resource investigators add on to the team's knowledge and inspire enthusiasm in their colleagues. Their neutral position on the work being carried out by the team makes resource investigators indifferent to continuing undertaken tasks, which may pose problems for a team in terms of fully meeting its goals.

Monitor Evaluator – a task-oriented team member, who is also clear-headed, cautious, and known to weigh out the pros and cons. The monitor evaluator excels at analyzing ideas and seeing the big picture, a quality that makes these individuals good at making sure that the team doesn't get involved in futile tasks and questionable projects. While the monitor evaluator is not usually one to criticize without cause, they can single-mindedly get into conflicting situations with the shaper and other team members over imperfections and to also criticize their mistakes. The danger of working with a monitor evaluator is that they can be overly critical, unemotional and lacking sincerity however their proposals are mostly valuable. The monitor evaluator can oftentimes be a bor-

ing, however reliable and serious individual, who should be supervised in a very cautious manner.

Completer Finisher – a role oriented at task completion. These individuals, tidy and honest, are good at turning ideas generated by their coworkers into team objectives and making sure the work is completed on time and goals are met. Completer finishers have an eye for detail, making them likely to enjoy dotting the it's for quality control. These individuals, however, are prone to be anxious that something may go wrong and can disquiet the team over insignificant details. For this reason, completer finishers are known to force team members to be in a constant state of alert, which can lead some of them to becoming depressed.

Annex 5.
Problems that lead companies to experience various crises and their causes

Problems that lead to critical situations	Causes behind the problems
Poor planning that comes from lack of information about the market	Inadequate segment of activity (too broad or too narrow). Poor system of delegation. Functional incompatibility of the management structure. Poor preparation to solve problems. Planning out of line with the market. Shortage of personal capital.
Faulty company concept	Poor programs/strategies for manufacturing and realizing production. Faulty assessment of market demand. Faulty management concept.
Unsuitable location for company activity	Unsuitable choice of company territory. Faulty assessment of resources. Inadequate territorial choice for company expansion.
Faulty manufacturing structure	Equipment that doesn't provide for satisfying needs. Inadequate structure and nomenclature for the production being manufactured. Poor attitude to work rationalization.
Inadequate scope of company activity	Excess run-on costs. Excessive need for supplementary financial resources. Poor orientation to the activity of other companies. Inadequate expansion.
Marketing shortcomings	Insufficient assessment of products on the market. Manufacturing program that isn't adequate with market needs.

Problems that lead to critical situations	Causes behind the problems
	Faulty and inflexible price policy. Inadequate mechanism for entering the market or expanding.
Shortcomings of the manufacturing process	Outdated technologies. Spoilage levels above the established norms. Insufficient coordination of the manufacturing process. Inadequate innovatory investments.

Prepared from the following source: Roselieb, F.: Empirische Befunde in der internen und externen Unternehmenskommunikation. In: Henckel von Donnersmarck, M. – Schatz, R., Bonn, Dover, Fribourg, Leipzig, Ostrava, 1999, pp. 85 – 105.

Annex 6.
List of motives according to Henry Murray

Motives	The behavior that this motive brings out in people (brief description)
Autonomy	To get free, shake off restraint, break out of confinement. To resist coercion and restriction. To avoid or quit activities prescribed by domineering authorities. To be independent and free to act according to impulse. To be unattached, irresponsible. To defy convention.
Aggression	To overcome opposition forcefully. To fight. To revenge an injury. To attack, injure, or kill another. To oppose forcefully or punish another.
Affiliation	To draw near and enjoyably co-operate or reciprocate with an allied other (an other who resembles the subject or who likes the subject). To please and win affection of a cathected object. To adhere and remain loyal to a friend.
Exhibition	To make an impression. To be seen and heard. To excite, amaze, fascinate, entertain, shock, intrigue, amuse, or entice others.
Dominance	To control one's human environment. To influence or direct the behavior of others by suggestion, seduction, persuasion, or command. To dissuade, restrain or prohibit.
Achievement	To accomplish something difficult. To master, manipulate, or organize physical objects, human beings, or ideas. To do this as rapidly and as independently as possible. To overcome obstacles and attain a high standard. To excel oneself. To rival and surpass others. To increase self-regard by the successful exercise of talent.
Nurturance	To give sympathy and gratify the needs of a helpless object: an infant or any object that is weak, disabled, tired, inexperienced, infirm, defeated, humiliated, lonely, dejected, sick, mentally confused. To assist an object in danger. To feed, help, support, console, protect, comfort, nurse, heal.

Motives	The behavior that this motive brings out in people (brief description)
Succorance	To have one's needs gratified by the sympathetic aid of an allied object. To be nursed, supported, sustained, surrounded, protected, loved, advised, guided, indulged, forgiven, consoled. To remain close to a devoted protector. To always have a supporter.
Play	To act for "fun" without further purpose. To like to laugh and make jokes. To seek enjoyable relaxation of stress. To participate in games, sports, dancing, drinking parties, cards.
Harmavoida	To avoid pain, physical injury, illness, and death. To escape from a dangerous situation. To take precautionary measures.
Infaavoidan	To avoid humiliation. To quit embarrassing situations or to avoid conditions which may lead to belittlement: the scorn, derision, or indifference of others. To refrain from action because of the fear of failure.
Understand	To ask or answer general questions. To be interested in theory. To speculate, formulate, analyze, and generalize.
Rejection	To separate oneself from a negatively cathected object. To exclude, abandon, expel, or remain indifferent to an inferior object. To snub or jilt an object.
Deference	To admire and support a superior. To praise, honor, or eulogize. To yield eagerly to the influence of an allied other. To emulate an exemplar. To conform to custom.
Counteracti	To master or make up for a failure by restriving. To obliterate a humiliation by resumed action. To overcome weaknesses, to repress fear. To efface a dishonor by action. To search for obstacles and difficulties to overcome. To maintain self-respect and pride on a high level.
Defendence	To defend the self against assault, criticism, and blame. To conceal or justify a misdeed, failure, or humiliation. To vindicate the ego.
Abasement	To submit passively to external force. To accept injury, blame, criticism, punishment. To surrender. To become resigned to fate. To admit inferiority, error, wrongdoing, or defeat. To confess and atone. To blame, belittle, or mutilate

Motives	The behavior that this motive brings out in people (brief description)
	the self. To seek and enjoy pain, punishment, illness, and misfortune.
Sex	To form and further an erotic relationship. To have sexual intercourse.
Order	To put things in order. Top achieve cleanliness, arrangement, organization, balance, neatness, tidiness, and precision.
Sentience	To seek and enjoy sensuous impressions.

Prepared from the following sources: McClelland, D.: Human Motivation (Russian) p. 70 – 71; and Juceviciene, P.: Organizacijos elgsena, 1996, and Murray's original twenty needs, Hall & Lindsey, pp. 173 – 74.

GLOSSARY

Attitudes – an individual's feelings and beliefs that influence the way they perceive the external environment and determine their future actions.

Autocratic leaders – leaders who have a need to concentrate all reins of authority in their own hands and make decisions single-handedly.

Autocratic management model – management and employee supervision implemented through official authority.

Behavior modification – timely application of adequate material and moral-type measures aimed at steering an individual's behavior in a desired direction.

Bureaucracy – a system of management grounded on accurate implementation of work regulations and management orders.

Collectivism – the characteristic cultural feature of a community or group, based on integrating individuals by refusing certain rights and freedoms.

Competence – 1) an individual's actions that reflect their preparation to act in one or another way; 2) authority vested in an individual for carrying out certain activity.

Conflict – a difference of opinions among employees.

Cultural distance – peculiarities specific to different social systems, which if classified according to a certain system form the basis for separating one culture from another.

Culture – the array of thoughts, feelings, norms and values typical to a group.

Delegation – passing over authority to subordinate staff (goes beyond appointing tasks).

Drives – an individual's desire to belong to a certain group, to realize their potential, achieve professional competence and authority and to be respected.

Effectiveness – An indicator that reveals the extent to which organizational goals and objectives are realized in terms of social groups concerned.

Extrinsic motivators – reinforcements that are not related to a specific workplace and have no direct impact on implementation of assigned tasks.

Gain sharing – a system for distributing company revenues among employees according to their work hours, work results and other criteria.

Hierarchy of needs – Abraham Maslow's theory of needs, which describes the existence of different level human needs, the reasons behind those needs and their hierarchy.

Human skills – a manager's ability to achieve effective cooperation with subordinate staff.

Hygiene factors – factors that characterize work conditions. Poor work conditions lead to employee dissatisfaction while suitable conditions neutralize potential job dissatisfaction.

Incentive – a person's conviction that the needs that motivate them to act allow them to achieve desired results.

Individualism – a cultural aspect of personal rights and freedoms, which facilitates the formation of an individual's sense of respect for a certain social group or system.

Influence – a process describing an individual's use of available resources to impact another person's behavior.

Internal state – the result of certain elements that stimulate and regulate an individual's behavior.

Intrinsic motivators – inner reinforcements that an individual experiences in the work process and that show a direct dependence between work motivation and work results.

Job content – qualitative and quantitative factors that describe the work process.

Job enrichment – a system of motivational factors employers apply in view of making the work process more pleasant for their staff.

Job involvement – the extent to which employees are dedicated to their work, which illustrates how they apply their working hours and energy.

Job satisfaction – the entirety of positive feelings and emotions that are experienced in the work process and when assessing work results.

Leadership – conscious and long-term measures applied by an individual to other persons so as to impose a structure on the actions or behavior of organization members.

Leadership style – the sum of factors that describe a leader's relations with staff (i.e. a person's qualities, skills and attitudes).

Motivation – the intensity of an individual's need to act or pursue the satisfaction of needs.

Organization – individuals who assemble to implement material or spiritual goals and use various technologies, work processes, management structures and cultural values in their implementation.

Organizational culture – a system of beliefs, values and norms typical to organization members.

Participation– an employee's mental and emotional involvement in group situations in view of a personal contribution and responsibility for company work results.

Primary needs – an individual's needs that characterize physiological desires and those reflecting a safe environment.

Punishment – management of negative consequences, aimed at ousting undesired employee behavior and unsatisfactory work results.

Resolution of Problems – the analysis of causes behind the confrontation of all parties involved in a conflict and a constructive decision.

Secondary needs – social and psychological human needs.

Sanctions – reinforcements and punishment used to motivate employees to keep within established organizational norms and to pursue common goals.

Skills – an individual's capacity for carrying out a certain task, organizing and managing the activity of subordinate staff, demonstrate desired behavior.

Status – an individual's social standing in a group, a measure of the level of recognition and respect among group members.

System – the entirety of inter-related material or spiritual-type elements directed at pursuing respective goals.

Theories – explanations of why and how people think, feel, and act in given situations.

Theory X – a traditional (autocratic) approach to human nature which treats the individual as being without any creative qualities.

Theory Y – a humanistic approach to human nature, which recognizes an individual's creative nature.

Traits – an individual's temper, needs, value system and other personal attributes.

Turnover – a ratio comparison of employees that a company loses (annually) and the average number of staff (percent).

Two-factor model of motivation – a model of employee motivation based on Frederick Herzberg's Two-Factor Motivation Theory, which validates use of motivators and hygiene factors to satisfy employee needs.

Process – regulations set out for carrying out a work task, for example, the order of making decisions in a group or rules for granting material rewards for staff.

Perception – a psychological process in which a person elects stimuli and motives to justify their future actions.

Research – the process of gathering, analyzing and interpreting information (data), which leads to confirm or negate theoretical provisions.

Power – an individual's desire and skills to influence other people and events using respective behavioral styles and methods.

Work change – any changes (reforms) to the work environment.

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This monograph is intended to present the reader with a historic overview of the scientific doctrine of different models of employee motivation, shed some light on the theoretical approaches adopted by the most renowned authors in the field and analyze topical aspects of the process of improving ways to unleash human potential through motivation. The authors acknowledge the wide range of expert opinions in this field and debate critical assessments of motivation theories that appear in academic literature as well as present their unique approach to polemic issues.

In their texts the authors detail results of their many years of research and provide insights into their practical applications, which elucidate on the process of employee motivation and offer a new approach to developing human potential in this point in human history.

The monograph can be of use to scientists researching employee motivation, organisation managers, interested experts and professionals as well as university students.